MENTORING AND COACHING

Version 1.3

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Leaders

Mentoring and Coaching

Introduction to the Course

Development Associates International
in association with
The Center for Organizational Excellence at Eastern College

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Course Description

The course looks at mentoring & coaching from a biblical and management perspective. By defining the differences between mentoring and coaching it becomes clear that both are needed in any organization or ministry. The course identifies the roles and competencies of both mentors and mentees (which apply as well to coaching) and helps students to learn many different skills that are required in a mentoring or coaching situation, such as listening skills, giving and receiving effective feedback, using influence and your own story as a mentoring tool among others. Based on the theory of multiple intelligences it helps the student to discover his/ her different learning styles. Other aspects of the course deal with successful mentoring or coaching relationships and ways to establish formal mentoring programs in an organization.
In addition the course gives a clear framework for leadership coaching and many practical tools to be used in a coaching relationship.

Learning Outcomes:

- To gain a shared understanding and basic definition of mentoring.
- To look at Biblical models of mentoring, both Old and New Testament.
- You will be able to recognize what makes a mentoring relationship effective or ineffective
- You will understand and be able to articulate the different roles that a mentor can play
- Understand the value of storytelling in mentoring
- Learn how to plot and tell your own story
- To expand mentoring skills through empathetic listening & giving and receiving feedback
- Understand how to define expectations in a mentoring relationship
- Learn how to write a development plan
- To understand your personal style of influence within the context of a mentoring relationship.
- Become familiar with and identify your strengths within the Multiple Intelligence Profile
- Evaluate different coaching models and develop your own
- Develop various worksheets used in coaching
- Being able to define the difference between mentoring and coaching
- Differentiate the different forms of coaching
- Learn how to evaluate and pick the right coach
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Recommended Reading:

Suggested Main Text: Mick Cope, *The Seven Cs of Coaching*: the definitive guide to collaborative coaching (Harlow, England: Pearson/Prentice-Hall, 2004)

Module Units:

Unit 1: Introduction and Case Study – Mama Mary
Unit 2: Mentoring Basics and Examples
Unit 3: Mentoring Roles and Competencies
Unit 4: Your Story as an Effective Mentoring Tool
Unit 5: Mentoring Skills
Unit 6: Mentoring Relationships
Unit 7: Tools for Mentoring and Coaching
Unit 8: Leadership Coaching: Introduction
Unit 9: Leadership Coaching: Frameworks and Outcomes
Unit 10: Leadership Coaching: Different Types of Coaching
Appendix - Developing and Implementing a Mentoring Program

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Course Information

Introduction & Overview

You are about to begin studying a course called "Mentoring and Coaching." In part this course is about developing your own abilities as a leader by understanding yourself and the gifts God has given you, and then enabling others through mentoring and coaching. We believe that as you study this course, God will use it to empower you to become a more effective mentor and mentee or coach and coachee. That is our hope and prayer.

The Method

The methodology for this course may be new to you. It is a blend of face-to-face instruction followed by long-distance learning. Most of us are used to studying by going to a classroom, listening to a lecture, taking lots of notes, then taking a test! After the classroom phase of this course you will study right where you live and work. You don't listen to a lecture and take notes; instead you read the "lecture" and respond to questions in your workbook. This method is unique because it is done at a distance yet is extremely interactive. We hope you will learn more because you are constantly applying what you are learning to your life and work.

The Authors

This course was developed by Wolfgang Riedner and Doug Sparks.

Wolfgang Riedner

Wolfgang Riedner is the Church Partnership Director for Compassion International. He was born in Germany and has been affiliated with the Marburger Mission society since 1989, serving in Uganda. He was Dean and Lecturer in the Uganda Christian University in the faculty of Management, Business and Development Studies (1998-2002). He served with Development Associates International from 2002-2007, playing a key role in the MA Program and other training aspects. He has six years of pastoral experience serving with the Fellowship Community Church (Lutheran) of Munich, Germany. He was pastor of the English service for the Cathedral of Kabale, Church of Uganda. His undergraduate degree in missiology is from All Nations Christian College in London. His MBA in economic development is from Eastern University. He has also done PhD work with the Capella University in Distance Learning and Online Learning.

Doug Sparks

Doug Sparks was born and raised in Colorado, USA. He attended Western State College earning a BS in Biological Science. He spent the next twenty years working with Youth With a Mission. He founded the work of YWAM in the Middle East and founded the Institute of Middle East studies in Cyprus. He later founded Middle East Relief Services, Inc, a humanitarian aid organization working mostly in the Middle East. He later went on be the Director for YWAM for Europe, Middle East and Africa for the relief and development projects. He was a founding member of the board of directors for Mercy Ships, Medair and several other aid organizations. Doug spent four years as a Senior Consultant with DAI and taught leadership courses in Central Asia, Russia, the Ukraine and Egypt. He presently lives in Colorado with his wife Candy.

Select Bibliography of Recommended Reading

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Other Basic Works:

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Websites and Internet Resources:

http://www.peer.ca/topmenbks.html

Mentoring & Coaching
Unit 1:
Introduction & Case Study: Mama Mary

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EMPOWERING
KINGDOM LEADERS

Unit 1: Introduction & Case Study: Mama Mary

Table of Contents

Readings:

At the end of a number of units readings will be found. Any other additional readings and texts will be noted and explained in the course syllabus.

Introduction

lecturette

What is mentoring? It is a tough concept to define concisely, and yet it is, undoubtedly, an important discussion to have. Most people think of a mentor as a person, usually older and more experienced, who is willing to help a mentee get to where he/she wants to go. Some define a mentor as a trusted friend, and others see a mentor as a guide. Whatever comes to your mind when you think of the word mentoring will drive how you go about selecting or becoming a mentor. Should it be a natural relationship, or should it be formal to ensure productivity? These are good questions that we will discuss together throughout this course.

In a broad sense, Dr. Stacy Rinehard from MentorLink International gives the following very helpful definition of mentoring:

Transformational Mentoring is: Taking the initiative to join someone's life journey and become God's instrument to help that person become all that God wants them to become and do all that He wants them to do.

Think about it:

learning

Answer Box # 1

Each phrase of this definition has important implications. Think through the implications of each part of this definition. What might each "look like" in actual practice? What personal challenges can you imagine in becoming a mentor according to this definition? What opportunities for growth and change would being this kind of mentor present to you? What creates fear? What draws and attracts you?

- Taking the initiative

- To join someone's life journey

- And become God's instrument to help that person

- Become all that God wants them to become and do all that He wants them to do

According to the definition above, mentoring has 4 major aspects:

1. *It is an active process.*
2. *It does NOT mean to have answers to all questions- in fact the main importance is being there for each other on our life journey.*
3. *it means allowing God to use my experience in the life of the mentee and vice versa.*
4. *It is one way that God works in our lives to become all HE intended us to be.*

Case Study: Mama Mary

Michael

Michael stepped through the dark heavy door of the upper section of the large auditorium hoping no one noticed he was thirty minutes late. It took a moment for his eyes to get used to the darkness, he waited till he could make out an empty seat on the aisle, he quietly took the three steps down and silently slid into the empty seat. His eyes now more adjusted he noticed the auditorium was full, nearly ten thousand people packed into the sate of the art building. He leaned forward and wriggled out of his oversized green army jacket pulling it across his lap. Leaning back in his seat he moved several different ways to try and get his tall, lean body comfortable. Finally settled in he reached up to pull the gray woolen ski cap from his head but instead pulled it lower over his sad eyes leaving strands of his thick dark hair dangling down.

Michael glanced around to see if he could recognize anyone. He didn't. So for the first time he turned his attention to the main attraction: his father. He listened to a few words and instantly knew the sermon, the sermon title, where the jokes would be, the sad stories, the offering stories and of course the close. He had most of his father's sermons memorized. They really didn't change much over the years. And they seemed to work. Michael estimated nearly five hundred people made their way forward. Many were already filling out the all important information card. Most people did not realize that information was worth a small fortune in future appeal letters and sales promotions.

The lights finally came up and Michael reached for his jacket and followed the crowd out the door. He made it to the upper escalator when he felt a hand on his shoulder. He looked to see Catherine standing next to him. She was his father's personal assistant.

"Nice to see you Michael." She said with a quick smile showing her pure white, heavily modified, perfect teeth.

"Hello Catherine." He said without any emotion. He stopped and waited for the instructions.

"Michael your father was looking forward to having dinner with you at his club, but some very important meetings have come up about several large future rallies and book promotions tour. He must cancel the dinner plans. He is so sorry." She lied. "But tomorrow at 11:00 he can see you for a few minutes if you like." She held her notebook up, ready to schedule a meaningful time between father and son.

"Tell father I am sorry but I am busy all day tomorrow." He lied and turned quickly and joined the departing crowd. Outside the darkness of night felt comforting, helping him cover the inner darkness. He shoved both fists into the jacket pockets, lowered his head and walked further into the night.

It took him several minutes to find the right key to his apartment door, standing in the dimly lit hallway, key in the lock, he slowly leaned forward and rested his forehead against the door and took a couple of deep breaths. Michael pushed open the door and reached for the light switch. A single bare bulb hanging from a dirty white wire came to life revealing a nearly empty room. A lonely old lamp stood silently on a wooden crate next to a three legged couch with some of the stuffing hanging out the back. Dirty dishes were stacked neatly on the counter next to the seldom used sink. On the wall was a poster, a picture of his father preaching to the largest crowd ever assembled in their city, nearly fifty thousand people standing, drinking in every empty word.

Michael walked slowly over to where his trusted friend lay and sat down next to her. He gently put his slender fingers around her neck and pulled her lifeless body into his arms. He strummed a few chords and immediately the sound of his music began to sooth the wounded heart. He played for several hours as he did nearly every night trying to find some comfort. But in truth no matter how long he played it never really took away the feelings of failure and despair and loneliness. He was twenty-five years old and still trying to make up for the mistakes of his youth that had brought his family such shame and humiliation. As he played quietly a deep sense of desperation slowly enveloped him as it had so many times before. A silent tear rolled over his smooth beautiful face and hung on his chin, the heavy burden of failure nearly squeezed the life from him. Sometimes he wished it would.

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Answer Box #2

Summarize what you have learnt about Michael?

How would you describe the father – son relationship?

How did Michael deal with his situation? What 'escapes' have you developed to deal with the frustrations of life?

Mama Mary

Mama Mary was a big woman. Not just fat, she liked to point out, but big too. She rather admired that about her self. Any body can be fat, but to be fat and a truly towering giant of a woman gave her a special status. Her oversized hands made it impossible to escape her grasp until she was ready to turn you loose. Her oversized bosoms made even the most courageous man tremble at the thought of being entangled in a Mama Mary hug. She did not believe in the half hearted church style side hug or the silly 'A frame' hug, that really was no hug at all just two people being polite but not wanting to touch each other. Her idea of a hug was a full frontal attack, both arms locked firmly around the victim and a steady squeeze until the eyes began to bulge, and it lasted, well as long as she wanted it to last. "When you hug someone it needs to mean something," she surmised.

Mama Mary had little formal education. She made through grade six then her father died and as the oldest of six kids she went to work washing dishes at her uncle's restaurant. Now in her early sixties she still worked hard everyday running the Blah Blah Café and bookstore. What she lacked in formal education she made up for in raw intelligence and a formidable intuition. For some the brutal hardships of life make them petty and small, fearful and timid, not so for Mama Mary, there was absolutely nothing small about her.

Her first husband was a worthless, spineless little man. Five years and three children later he disappeared. She never bothered looking for him. The second husband showed a bit more promise. He was a deacon in a church she rarely attended and the choir director. Unfortunately his love of chasing musical notes over the page was only superseded by chasing after the women who sang the notes! He finally caught one about half his age and was trying to figure out what do with his youthful trophy when Mama Mary found about it. She threw him out the door, well, more precisely she threw him through the door. In her fury she didn't bother to open the door before launching her soon to be ex-husband headfirst at the flimsy door. It took her three tries to get him completely out but on the third toss the door hinge broke and he sailed cleanly through the rubble and landed in the hallway. He laid there for a while before he started to crawl down the corridor and out of her life.

So here she was, forty two years old, alone, penniless and three kids to raise on her own. She had figured out long ago that life was not fair and all the whining, complaining would not change a thing. The pill of bitterness and the balm of self pity was not to be her self-medication treatment. Instead she decided to follow a guy she met on the bus. A crumpled tract left in the crease of the seat caught her attention. She unfolded it and looked at the pictures and read the simple text, four small pages that ended with a two line prayer. She hesitated when she got to the prayer. She could not remember the last time she felt fear, just wasn't in her nature, but she found her self afraid to say the words out loud. She sensed she might be getting herself into something way beyond what her personal strengths could control. Haltingly she read the prayer still not sure of what she was doing.

For more than twenty years now she had tried to follow the man she met on the bus. Some years she did better than others but overall she grew. One thing she noticed from the very beginning was that the man she was tracking had a deep love for the hurt, the wounded, the outcast and the lonely stranger, she did the same. Those who encountered Mama Mary walked away knowing they were accepted, loved and cared for. Her easy smile and large sparkling black eyes fortified with a no nonsense, her tell it like it is honesty brought more healing in an instant than some pastors bring in a career. The only thing bigger than this giant woman's hands and feet, bosom and hips were her heart and soul.

learning

Answer Box # 3

What makes Mama Mary so unique? What are her strengths? Her weaknesses?

In your mind is she qualified as a mentor?

A youth pastor's temptation

Michael leaned back all the way in his swivel chair, put both hands behind his neck and looked at the ceiling of his office, his feet dangled over an open drawer of his shiny new desk. He wondered often if his job as the youth pastor at a large church was because his father had used his influence or because he was very good at what he did. He enjoyed leading the youth worship team, speaking and teaching at local events but his greatest pleasure came from getting along side the young people and listening to their questions, their struggles and problems. He could certainly identify with their failures and feelings of guilt and shame.

He had just finished meeting with Elisabeth. She was one of his key leaders among the youth. She was nineteen years old, energetic, smart, a talented speaker and incredibly beautiful. Michael found it easy to keep good eye contact with her during their meeting, because to look into that face was sheer delight. Her loose fitting low cut blouse however provided a different but nonetheless more tempting eye target. Try as he might to focus solely on her upper eye brow region, he found that his brain kept directing his attention like a compass to the lower area of his peripheral view. The smooth, creamy exposed skin above her blouse line drew his attention like a moth to a flame. He thought about pretending to be looking at her necklace, but realized she didn't have one on. So he commanded his eyes to look just above her right shoulder at a spot on the wall. This seemed to work for a second or two. He consciously attempted to bring every thought into captivity but in reality the effort may have slowed down a few carnal thoughts but the vast majority were moving a the speed of light toward the deep recesses of his brain being fueled by jet engine grade testosterone.

It didn't help a great deal that she was telling him in some detail that she and several of the other youth in the church were having sex on a regular basis. She asked if it was wrong to do it and then went on to remind him that the previous pastor had been having an affair for ten years while building a big successful congregation. She named several adult church members who were living with someone without being married and several more who had been divorced and remarried. Wasn't that just as bad? She asked him why sex and other social issues were never talked about in church, was it because the church didn't care or because they didn't have anything so say. She mentioned that her friends wanted honest, genuine dialogue not hypocrisy.

The rest of the time with Elisabeth was a blur he couldn't really remember anything he said other than saying something about getting back to her and thanking her for her honesty. After she left Michael was numb, there was a tiny drop of perspiration on his upper lip and his stomach felt tight like some had it in a vice. He put his fingers to the side of his head and dug his fingernails in as hard as he could till it hurt. He was inflicting physical pain on himself to try and take away some of the agony in his soul. Michael sat at his desk for a very long time, the angry red welts rising on his temples. Finally he said in an anguished voice "Oh, God I need help."

Answer Box # 4

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Analyze the situation of Michael and his youth leader Elizabeth:

a) What advice would you give Michael from a biblical point of view and your cultural context?

b) What boundaries would you suggest in a mentoring relationship?

A few days later, still shaken by his meeting with Elisabeth, Michael got into his banged up Honda and headed across town. He normally ordered most of his books off the internet, but he didn't have time to wait for them to be delivered, he wanted help now. Besides he liked to actually see and feel the books in his hand. He could tell pretty quickly if the book would be of interest to him by reading a few paragraphs, to see how the author communicated. He looked at the contents page to see if the topics he wanted were listed and the index to see how easy stuff was to find. But most of all he just liked how books felt in his hands. Not far from the university he had attended was a good bookstore and coffee shop, so he headed for the Blah Blah Café.

He knew the owner only slightly, everyone called her Mama Mary, like Mama was her first name, but as best as he could recall the name seemed to fit the large lady who was very knowledgeable and extremely friendly. As he walked through the door of the Blah Blah Café the smell of

the dark roasted coffee filled his senses. He was almost addicted to really good, strong coffee, his mouth watered. He swallowed hard and stood alone at the counter.

He watched the steam rise from the espresso machine for a moment and then looked at the menu painted on the wall above the sink.

"Be right with you." A voice announced from the back of the book section of the store. A large well lit room with six rows of shelves filled with books arranged by topics and standing at attention waiting to be called into duty.

"No hurry." Michael shouted around the corner of the coffee area toward the back of the room. He heard the sound of a cardboard box being scraped along the floor a moment of silence and then the sound of books being placed in their bookshelf home. A large face suddenly appeared over the end shelf farthest away from Michael, he could see the whites of her eyes and the huge ear rings dangling before he noticed the wide smile warming the room. Mama Mary made her way toward Michael. "Good thing the aisles are wide," he thought as he watched her waddle her way forward like a happy walrus heading home.

"Haven't seen you for a long while." She said when she got close enough to recognize Michael. "Pull that hat off and let me get a good look at you." Technically it was not a command but coming from a woman nearly half a foot taller and over two hundred pounds heavier that you are, Michael complied.

He pulled the gray wool cap from his head, his long thick, black hair fell down to above his shoulders in the back and across his face. He made no attempt to remove the tangled hair covering the upper part of his face.

Mama Mary immediately reached across the counter and with her giant, gentle hands and carefully pushed his hair out of his face and lodged it behind his ears. Michael trembled inside at her touch. It wasn't at all a sensual touch but a caring touch that brought immediate warmth and fear. It had been a very long time since anyone had touched his face.

"Let me get a good look at you." Mama Mary said calmly. She leaned closer and looked directly into his eyes; then took her time and looked him over thoroughly like a buyer at a cattle market might look over his purchase. His boyishly handsome face reddened under the close examination. Michael looked up into her face and saw his reflection in her coal black eyes. He noticed her hair was much whiter than he had remembered. Michael felt a bit uncomfortable as her eyes continued their x-ray like evaluation seemingly peering way beyond the outer surface of the skin down to the inner parts of the heart. Michael finally lowered his eyes and head and looked at the counter top.

"What's your name, son?" She inquired.

"Michael." He said quietly.

"You got a family name?" she persisted.

Michael shifted his weight from one foot to the other and said "I was in here several times a couple of years ago. You helped me find a book for a research paper I was writing for a university class."

Mama Mary still had not released him from her gaze. Finally she leaned back and said "What can I get for you?"

"I'll have an espresso, double, please." He replied still not ready to engage her in a full on look.

For a big woman Mama Mary's movements behind the counter were wonderfully cat-like. Each movement her hands made were quick, precise and steel strong. She produced the double espresso effortlessly and set the small, handle-less, white porcelain cup on the counter. Michael noticed the faded blue lettering on the side of the cup announcing that this was indeed the Blah Blah Café. The familiar aroma stimulated a thankful nose and the anticipated bitter taste of pure caffeine caused Michael to lick his lips.

"You looking for a book?" Mama Mary asked over shoulder as she emptied the coffee grounds from the press.

"No" Michael said quickly hoping to be able to walk the book aisles unassisted and unnoticed. "Well actually yes, sort of." He stammered.

Mama Mary turned around and put her two large paws on the chipped counter top and leaned forward. She had the genetic advantage of being able to raise one eyebrow independently of the other one. This simple facial expression posed a myriad of questions with no words being spoken. She continued her lop-sided inquisitive stare and waited.

"Yes actually, I am looking for a book or two for a friend, who might need or maybe wants some information, to help him with a question that may or may not be important. But I am sure I can find it on my own." He stammered again, immediately knowing he fooled no one.

Mama Mary lifted her large face to the sky and laughed and deep hearty, bosom shaking chuckle. "Michael, you are a pathetically poor liar." She roared.

At first Michael was hurt, thinking she was making fun of him but one look at the twinkle in her eyes told him it was in good humor. He smiled a sheepish grin of confession and nodded his head.

"What kind of help does your 'friend' need?" Mary asked still smiling.

"Perhaps a book on, or relating to, but not too detailed and certainly no pictures or anything," he paused and looked around for the nearest exit his voice trailed off.

Mama Mary hadn't moved. She was amused by Michael's apparent discomfort. "Well, what is the subject?" she demanded, knowing full well what the subject was.

"To be quite honest," he hesitated again. "To be quite honest," he said in a louder voice and clearing his throat "it had something to do with, and probably still is about, you know…sex" he only could whisper the last word.

Mama Mary heard it perfectly well but pretended she hadn't. "Sorry, what was the last word you said, my hearing is not as good as it was." Her mouth took on a feigned look of seriousness, but her eyes still danced with a girlish delight.

"Sex." Michael said a little louder.

"Sex." Mama Mary repeated loud enough for anyone within three blocks to hear clearly

"Sex." She said again as though she liked the sound of the word. "Now there's a subject that will get the juices pumping."

Michael glanced over his shoulder to make sure no one had come in the store, or that no one had stopped on the street and was looking at him through the window. He was very uncomfortable and embarrassed.

"OK, so what exactly are you looking for," Mama Mary continued ignoring his red face. "I have read most of the books in the store on the subject, actually some I just looked at the pictures." She jested.

"I am working now as a youth pastor and a young lady I am working with me told me that she and several others in my group were sexually active and wanted to know what I thought." He went on to tell her of his meeting with Elisabeth.

"Sounds like a recipe for disaster to me. Here you are a handsome young man with hormones making your eyes bulge talking to a pretty young girl about her sex life. You had better stop that nonsense right now or you are going to be looking for more than a book." Michael looked up, Mama Mary's smile had faded and a stern, intense yet loving gaze captured him.

Mama Mary turned and walked half way down one of the aisles and stopped. She motioned for Michael to join her. He sauntered in her direction, still holding his hat in his land, not sure if it was safe to put it back on or not. So he didn't.

"Here's the general section that will probably be of the most interest to your 'friend.' I doubt if your 'friend's' main need is for a sex book. So have a look over here," she motioned with an arm bigger than Michael's leg.

"Anything you would recommend." Michael requested as he ran his hand over some books close by.

"You want to stay away from this section over here." She pointed with her head. "They are what I call Christian fluff, a lot of words but no content. Mostly pop psychology with a few scriptures, usually out of context, thrown in to make it seem Christian, but it's not."

"Here's what I am talking about." She reached out and snatched a book from the shelf and held it up. "Talks about how to loose twenty pounds of fat for Jesus, Hey, I can loose twenty pounds between breakfast and lunch. Don't think Jesus really cares. Or here's one on how to keep the romance in your marriage by meeting you husband at the door when he comes home from work in a sexy negligee. I tried that once – I thought it was my husband coming home but turned out to be one of the neighbors. Nearly scared him to death." She let out a short bark of a laugh but offered no further details.

"Now if you are serious," she continued "stay in this section. These authors are trained professionals who understand the complexities of the human condition. All are trained psychologists, psychiatrists or doctors who also happen to be believers. It's meat not fluff."

Michael stood motionless looking at the titles, wishing he were alone. Mama Mary was already one step ahead of him and walked slowly over to a chair by the register and sat down, picked up a book she was half finished with and began to read.

Michael spent more than half an hour, picking out four books that looked interesting. He walked over to Mama Mary and put them on the table in front of her.

She picked them up one by one and noted the titles and the price. One book on dealing with failure, another on setting boundaries, one addressing shame and guilt and finally a book on understanding depression. None about sex she observed.

Placing the books in a Blah Blah Café plastic bag she looked at Michael and said, "Now Michael, this is not easy reading, few pictures I am afraid. These guys are not going to break everything down into five easy painless steps. Oh no, they will throw truth on the table and make you wrestle with it till you figure it out. So don't give up easily."

Michael thanked Mama Mary and took his book bag and walked to his car. On the way back to his office he reflected on his most unusual encounter with Mama Mary.   In a way he wished every Christian could be that honest and open. He wished he could be that honest and open. He couldn't figure out what attracted him to Mama Mary. Her humor was appealing, her knowledge was apparent, her presence comforting but there was something more. He was nearly at the church when it finally emerged what drew him to her, she mad him feel safe.

Mama Mary watched Michael walk out the door. Part of her mother's heart went with him, such a fine young man, so sad, so afraid, so lonely, so utterly lost on his life's journey. She knew she could help him find his way, but she also knew that he must take the first step. It would do no good for her to chase after him, when he was ready to deal with his pain and truth maybe he would come back.

Answer Box # 5

What is so different or/and difficult about Mama Mary?

Would you trust her? Why or why not?

What are some does and don'ts in starting a mentoring relationship?

Michael's courage

It was nearly a month before Mama Mary saw Michael again. She was washing up the dishes from a rather busy morning of customers when she heard the door open and felt the fresh spring air on her back. She looked over her shoulder to see Michael standing at the counter with his hands resting on one of the high backed chairs. The large smile on his face seemed to light up the room.

"Any chance of getting an espresso, double?" he asked in a sing song voice.

"Oh, I think I can find some time to make you one." Mama Mary said as she turned around and took a long look at Michael. He seemed different, for one thing he didn't have the wool ski cap on, his hair was shorter, now that the weather was warmer he was in a short sleeved shirt and for the first time she noticed the tattoos on his arms. But mostly she noticed the sadness was less evident in his eyes and on his countenance.

"Haven't seen you for a while," Mama Mary said as she walked the two steps to her side of the counter. She bent over the counter and took a closer look, but said nothing.

"I want to thank you for recommending those books to me. They came at a perfect time and were very helpful in enabling me to figure some things out." Michael said in a steady, pleasant voice.

"That's good." Mama Mary said as she turned to make his coffee. She placed the espresso on the counter in front of Michael, folded her arms across her chest and waited.

Michael took a long sip of the black liquid, closed his eyes and savored the bitter sweet taste. He looked Mama Mary squarely in the eyes and said "Mama Mary, those books were very, very good and answered a lot of questions and helped me sort through a lot of things that I had buried, but…" he hesitated and took another sip of coffee, he looked down and continued. "Do you think that…well maybe if you are not too busy, but you probably are so that's really OK, but if you are not that we could meet and talk about the books?" he finally blurted out.

Mama Mary leaned back a bit and smiled. "I think I have some time. Are you a morning person or a night person." She asked without hesitating.

"Definitely a night person." Michael responded enthusiastically.

"Good." Mama Mary said "then we will meet a 7 o'clock in the morning on Tuesday's."

"But I said I am a night person, not a morning person." Michael protested.

Mama Mary said nothing but looked directly at Michael and did the one eye thing asking the unspoken question.

Michael groaned and smiled at the same time and agreed to meet with Mama Mary the next Tuesday morning.

Answer Box # 6

Discuss the role of literature, books, magazines, sermons etc on your life.

How could this influence be strengthened?

What are your thoughts about initiating a mentoring relationship?

Blah Blah Café Closed

The next week Michael had three alarm clocks set at 06:30, he was hopeful that he might hear one of them. Sure enough after a fitful sleep he heard the loudest alarm go off across the room, by the time he got to it the second alarm was ringing by his bed. Just as he was smacking at it in the dark the third one in the bathroom started its contribution to the chaos. Finally he had them all silenced and he sat down on the bed. He was so tempted to just lie back down and go back to sleep. But he didn't.

As he walked through the door of the Blah Blah Café Mama Mary already had his coffee made and sitting on the counter. A CLOSED sign hung in the window. She motioned for him to join her, she was seated at a small round table near the book racks, an over stuffed green chair waited for him. It faced Mama Mary and was placed close enough for her to see him clearly but far enough away for him to feel his safety in distance.

"So Michael, which book did you want to discuss." Mama Mary asked quietly in her soothing, low voice after he sat down.

"Actually it isn't so much the books but more the application of the books that I need help with." He volunteered.

"Like what?" she asked nodding her head indicating that he was to continue.

"I was able to figure out that it is guilt and shame that is causing me to feel so bad about my life, but I am stuck. I don't know what to do next." He said as he placed the coffee to his lips.

"Do you know what it is your feeling guilt and shame about?" she probed.

Michael suddenly felt very uncomfortable. He squirmed in the chair and looked at the door. For some reason in his mind he had gone over all this and was not afraid to say anything, but now that Mama Mary was there he was not so sure this was a good idea. Mama Mary said nothing but just waited.

After a long silence Mama Mary said "Michael, I know this is hard for you to talk about. But I want you to know I will not judge you or your actions. I am here to be a fellow journey mate. We all need someone who will walk with us for a while on our life's journey. Someone who is further down the road than we are and can help us understand where we have come from and where we are going."

Michael took a deep breath, looked at Mama Mary and decided to take a risk. "When I was eighteen and my girl friend was seventeen she got pregnant. Because of my father's position of leadership in the church and the nation he forbade anyone to talk about it. He paid her family a great deal of money to keep them quiet and I was forbidden from ever seeing her again or my son. He is seven years old now and I have never seen him." Suddenly a deep sadness rolled over Michael like a dark cloud of a summer storm. He fell silent.

"What was your girl friend's name?" Mama Mary asked softly.

"Chastity." Michael replied.

Mama Mary knew now for the first time who Michael was, the eldest son of the most famous evangelist in the nation. The church family in the city was too small and the rumor factory too efficient not to spit out information about Michael and Chastity's sin. Although she had never heard the names she knew the story.

learning

From the above section of the story how would you define mentoring?

From your above definition and the story what are some of the key attitudes a mentor should display?

What about the attitudes of the mentee?

A secret revealed

"Michael, this is a very heavy burden for you to carry, especially not being able to talk about it. Any individual or family or church family will be as sick as their secrets. That's why God requires us to be people of the light. Darkness allows the sin to fester like a wound but bringing into the light is the only way for healing to take place." Her voice was perfectly calm and warm. Michael felt the empathy and love.

"When I was a young girl, just after my father died, I went to live and work for an uncle. By day I was his slave in the restaurant he owned and by night was his sex slave. I couldn't tell anyone, I was so full of shame, I was sure that it was my fault somehow. It was only as an adult that I realized the roots of my depression, anger and high blood pressure." Mama Mary looked Michael straight in the eyes as she recounted her personal pain and abuse.

Intellectually Michael knew he was not the only one who had failed and been shamed, but when he heard Mama Mary's story there was instant identification not the rejection. For the first time in many years the first dim rays of hope were beginning to appear in the darkness like the first rays of a sunshine announcing a new day coming. They talked for an hour. Mama Mary asked him to look honestly at his life, not to cover up anything and honestly evaluate his relationship with is father, mother, siblings and church. She said the next time they met she wanted him to give her his life's message. What were the messages he was given both verbally and nonverbally by his parents, family, teachers, pastors and church.

"How will I know what the life messages are?" Michael said as he was getting up and preparing to leave.

"Actually it is pretty easy," Mama Mary said as she picked up his coffee cup and walked to the sink, "When you do something really dumb or you make a silly mistake or say something stupid, what do you say to yourself? That's often times the message you have internalized."

"Oh no" Michael groaned in mock shock a slight nervous smile on his face "I think I am in more trouble than I first suspected, it doesn't look good."

"That bad?" Mama Mary said over her shoulder as she expertly washed his cup, "Just remember, Michael, the important thing isn't what the message is. It is knowing what it is."

"Mama Mary are you sure digging through the past is necessary can't we just deal with where we are and move forward?" he pleaded.

"God only deals with truth Michael not fantasy, it is the truth that set us free not by some magic but literally it is truth that liberates us. Unless we are willing to face every painful event of the past in an honest manner and throw truth at it we can never be healed, never. Our tendency is to cover it up, especially in the church because somehow we are all supposed to be perfect, yet no one is, so we pretend. That is why the church is as sick as our culture. So yes, you must go back and evaluate the past not so much to wallow in the pity but to uncover the truth, the reality of life so we can then deal with it honestly." She had turned and was walking over to where Michael stood, wiping her wet hands on a light blue dish towel.

"Now go on get out of here, and do you assignment, I have a business to run." She gently put her hand on his shoulder and held him still for a moment. "Michael it is going to be OK, trust me, we will get through this together."

Answer Box # 8

Discuss the concept of 'your story a mentoring tool' – we will discuss this in more depth in a later unit!

What if I don't have a personal experience or story of something the mentee brings up? Can I still be an effective

mentor?

What if the mentor feels not properly equipped to deal with the issues a mentee reveals from his/her past?

My life message

Michael turned and walked to the door, he turned and said "Thanks, Mama Mary. I will try my best to be honest. I have to admit it is a bit scary – I'm in unfamiliar territory." He smiled and waved good bye as he pushed open the door and stepped into the warm morning air.

Michael felt like when he left the dentist office, he was scared of having to go back again but already felt so much lighter and happier because for the first time he had told someone his deepest, darkest secret and had felt understood not condemned, hopeful not despairing and accepted not rejected. "Maybe there is hope," he thought to himself as he opened his dented car door.

The following Tuesday it was raining heavily as Michael waited for the bus. His car wouldn't start and he was late. He ran the last two blocks and crashed through the door of the Blah Blah Café breathing like a boxer in the last round. Mama Mary was sitting in her chair by the table reading, his coffee sat cold on the counter. Mama Mary looked up as he quickly shut the door to keep the rain out.

Michael felt terrible. He hated being late and he wondered if Mama Mary would be angry with him. "I am so sorry for being late Mama Mary," he said between his heavy panting. He walked quickly to where she sat then saw the cold coffee at the end of the stained counter and started to go get it.

"The coffee is cold by now ," Mama Mary said as she got up from her chair, "I'll make you a fresh, hot cup," she said cheerily.

"Oh, that's not necessary," Michael said as he reached for the cup, but a large hand placed on his wrist told him this was not a good time to refuse. He looked up into Mama Mary's kind face and all fear melted away. She didn't say anything but her expression of love and compassion and understanding somehow made Michael feel everything was OK. She handed him a towel and gently pushed him toward his chair.

"Dry yourself off before you catch a cold. Michael you deserve a fresh, hot cup of the best coffee, it is my joy to make it for you so don't beat yourself up over being late. Believe me if you need a good beating I will be more than happy to oblige." She said with a huge smile, chuckling at her own humor.

"Well, did you manage to do your assignment?" she asked as she sat down and waited for Michael to join her. He still had a few drops of water hanging on the ends of his thick hair, she wanted to dry them off for him but didn't.

"I think I did a pretty good job. At first I thought I had the answer, my life message was – 'you are no good, you can't do anything right, you are stupid.' That is what I say to myself when I mess up. But over a few days as I pondered these messages I realized that there was a fundamental message in back of those messages and that was, 'you are not loveable'." As he said the words he halted; large tears welled up in his eyes. Soon his cheeks wet damp with tears. He tried to wipe them away with the back of his hand but he couldn't keep up.

Mama Mary reached over and handed him a tissue from a box she had on the small table. She waited for a while and handed him some more tissues. She was still silent.

"I do not ever remember my father hugging me or holding me on his lap or telling me he loved me. He was always so busy saving the world that he had no time for me. When I told him that Chastity was pregnant the first words out of his mouth were, 'This is going to ruin my ministry,

we are going to have to move to another country and start over.' He never once asked me how I felt or how I was doing or what he could do to help. He just made us pretend it never happened."

Michael spoke for most of the hour they had together, Mama Mary mostly just listened. She asked questions and gave Michael plenty of time of answer them or at least to think about them. She did not push him, she knew that he could only go so fast and this was his journey not hers, she was just a traveling companion.

Answer Box # 9	What is your life message? 🔦 **learning**

Tuesdays with Mama

Over the next weeks and months she encouraged Michael to talk openly and honestly about his life, his hurts and disappointments, the anger he felt toward his father, the guilt and shame of his own failures. And with every occasion she would ask Michael to face the truth of the situation, no cover ups, no denying what happened, no pretending like it didn't hurt. She would then ask him what was reality from God's perspective. Was he loveable or not? Was he forgiven or not? Was his anger justified or not? She simply held up the mirror of reality and truth and made Michael look hard into it and see what truth was. Truth slowly began to work its magic in Michael's life, as it always does.

The weeks and months passed quickly for Michael, every Tuesday was much the same in format but the topics jumped from how to lead the youth ministry, to conflicts with the senior pastor, to leadership relationships with the opposite sex, to personal issues he still struggled with. Anything Michael wanted to talk about he knew Mama Mary would give him her full attention, ask him a multitude of questions till he began to get a clear understanding of what the issue was at its core. And only then when he had already figured out what the truth might be would she give him her opinion.

One particular hot, muggy, summer Tuesday morning Michael came in looking very sad. Mama Mary knew her friend pretty well by now and once the traditional coffee was made and served, she asked him what was wrong.

"I wish I knew," Michael said softly looking out the window. "I think it has something to do with me not being able to truly forgive my father. Every time I go through the motions of forgiveness I only feel worse, I really do want to forgive and forget, but it is like there is a huge barrier I can't get over."

"You seem to be pretty much on schedule," Mama Mary said as she reached for the half eaten cookie laying near her coffee cup. "Some people run into this problem sooner than others, but eventually everyone must pass this way."

"But I thought I had moved far past this, I have come to understand that the things I was so angry about and hurt by were legitimate issues and needed to be embraced and worked on, but now it seems like I am no further along than when we started." Michael's eyes flashed anger and frustration.

"Actually the reason you are struggling with forgiveness is because you can't forgive just yet." Mama Mary said quite frankly.

"But I thought we were commanded to forgive everybody of everything and then forget about it and move on." Michael complained.

"First of all, do you really think that forgetting about it is a good idea? The things we forget we usually end up doing all over again, maybe it is a far better idea to remember the sins of the past so we don't continue to repeat them." She suggested.

Michael frowned as he pondered the implications of what Mama Mary said. "So then why can't I forgive if I really want to and I am supposed to?" he persisted.

"You can't forgive because you haven't grieved the pain out. In most cases when the offense toward you is minor you just need to let it go, but, Michael, what your father did to you over the years was chronic emotional abuse. You don't get over it by mumbling words of forgiveness, no matter how heartfelt they may be. Your spirit has been wounded and continues to be wounded. Until it is healed your prayers of forgiveness have no power."

"So you are saying first I must heal the wounds within before I can forgive?

"Precisely." Mama Mary said looking him hard in the eyes. "The church's teaching on forgiveness is often counterproductive: it only drives people into further denial. We want the quick fix. But just like with everything we have talked about true forgiveness is a process, a journey of forgiveness not just a single event." She explained the steps of grieving our hurts and losses and disappointments. This was a normal part of our humanness, nothing to be ashamed of, but part of our life's story.

Slowly and painfully Michael allowed the anger to be expressed, he stopped pretending that his father was justified in rejecting him, he wept the loss of not having a father who loved him, not having a father who was there for him. He eventually began to embrace the reality of his life to this point, the good and the bad, the successes and the failures. But the hardest person there was to forgive was himself. He had failed so totally and so completely. But instead of beating himself up as he usually did he grieved his failures, embraced the reality of his life at the moment and only then could he forgive himself and move on.

As the years passed Michael still came around on some Tuesday mornings. He was no longer in ministry but was a successful business man, married with two children of his own. Time had taken its toll on Mama Mary. People stopped and looked as a very well dressed, handsome, young man pushed a oversized wheel chair with very large woman in it through the park next to the Blah Blah Café. Observers would see the young man sitting on a park bench leaning close to the lady listening to every word. The two journey mates engaged in the daily task of helping each other find their way ahead on life's wandering path.

Answer Box # 10

What are the five most important lessons you learnt about mentoring:

1.

2.

3.

4.

5.

This is not an easy story to read and simply forget. Many issues were raised far beyond the subject of mentoring.
   Are there any topics you would like to talk about? What has touched your heart? What made you angry? What is
   still unresolved?

learning

Mentoring & Coaching
Unit 2
Mentoring Basics and Examples

Development Associates International

Version 1.3

EMPOWERING
KINGDOM LEADERS

Unit 2 - Mentoring Basics & Examples

Table of Contents Workbook:

Learning Objectives:

- To gain a shared understanding and basic definition of mentoring.
- To look at Biblical models of mentoring, both Old and New Testament.
- To understand what "mentoring IQ" is.
- To view mentoring as a mindset for all of life.

Mentoring Portfolio:

A portfolio in general is a purposeful, meaningful collection of student work. This collection tells a story about the student's developmental growth, academic achievements and learning progress over time of the whole course/ module. All portfolios, regardless of type and purpose,

are based upon the principles of students' collecting, selecting, and reflecting upon their work. All portfolios serve as windows on learning, enabling an audience to see a rich and complex view of student accomplishment, supported by authentic samples of student work.
The portfolio has several goals, among them:

- To show academic progress and growth of students over time.
- To empower students to take responsibility for and ownership of their learning.
- To allow students to reflect on and evaluate their own work, to set goals and see them through to completion.

The mentoring portfolio will be developed throughout the course and will serve as your course project counting as your final exam.
Many of the assignments you mail to your course facilitator are part of the portfolio. You may want to wait for the feedback from your professor before you include a certain piece into your portfolio. Your course facilitator may have some good feedback on how to improve your assignments.

The portfolio will consist of the following elements:

1. Journal entries reflecting on a mentoring relationship
2. Your mentoring code of conduct
3. Your own story and how it could be used as a mentoring tool
4. Your personal listening and feedback instrument
5. Your personal development plan
6. Your personal learning style observations
7. An action plan how to start a mentoring program in your organization
8. A summary of your coaching philosophy
9. A coaching model you want to apply in your practice
10. Participating and reflection on your experience with internet coaching
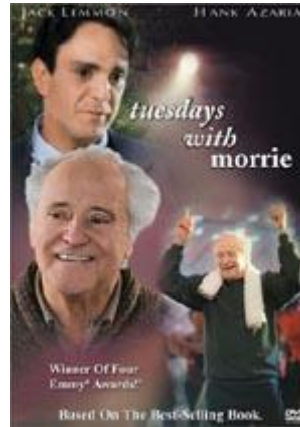11. A summary of important learning during the course.

More specific details about each element in the mentoring portfolio can be found at the end of each unit in the "FINAL ASSIGNMENT" box and in your syllabus.

Introduction

Tuesday's with Morrie

input

If possible during the residency or at home watch the Movie "Tuesday's with Morrie"!

DVD Information

- **Title:** TUESDAY'S WITH MORRIE
- **Actor/Actress:** Lemmon, Jack , Azaria, Hank , Aaron, Caroline
- **Director:** Jackson, Mick
- **Year:** 1999
- **Runtime:** 89M
- **Rating:** NR
- **Language:** English

Below is a paragraph taken from the book "Tuesdays With Morrie," by Mitch Albom. It is a story about Albom's relationship with his college mentor, Morrie Schwartz. If you have watched the movie you may well remember this.

"After Morrie died, I went through boxes of old college material. And I discovered a final paper I had written for one of his classes. It was twenty years old now. On the front page were my penciled comments scribbled to Morrie, and beneath them were his comments scribbled back. Mine began, "dear coach…" His began "dear player…" For some reason, each time I read that, I miss him more. Have you ever really had a teacher? One who saw you as a raw but precious thing, a jewel that, with wisdom, could be polished to a proud shine? If you are lucky enough to find your way to such teachers, you will always find your way back. Sometimes it is only in your head. Sometimes it is right alongside their beds. The last class of my old professor's life took place once a week, in his home, by a window in his study where he could watch a small hibiscus plant shed its pink flowers. The subject was the meaning of life. It was taught from experience. The teaching goes on."

Action Step: ⬤ **application**

Visualize a coach or mentor in your life:

Write a letter to this person using the following form:
1. Paragraph 1. Where was I in life when I met you? (situation)
2. Paragraph 2. What you did for me. (behavior)
3. Paragraph 3. How I'm different for having known you.(Impact)

⬤ **lecturette**

If you have ever used the word 'mentoring' or not, it is an undeniable fact that many people have acted as mentors or have been mentored. However, in many cases, neither the person acting as a mentor or the person being mentored may realize or recognize that mentoring has occurred. Sometimes people involved in mentoring do not actually use the term mentoring and instead describe their relationship as influential, impactful or learning-oriented. Such informal mentoring occurs quite frequently and it is probably wide-spread throughout the world, just as we can see from our own experiences in the activity above.

When I think about the person having a significant influence on my early life my maternal grandfather comes to mind. He did not have an easy life, living through two world wars in Germany and being a POW for many years in a Russian prison camp. Although he was a hard man he had a very soft heart and I liked to hang around with him. Maybe initially because he was the owner of a grocery shop and whenever I came to visit him in his shop he had some candy for me. As a child I spent many hours in his shop helping him to stock the shelves with new supplies and learning the basics of how to run a business. I am sure that it was because of his positive influence that I started out my own career in the business world. Although he taught me a lot and we had long conversations and lots of fun he never used the word mentoring nor did he realize what impact he had on my life.

In this course we want to help you go beyond this informal way of influencing other people, our goal is to bring **intentionality** to your efforts in impacting the people around you. That is one reason why after looking at the different skills and tools for mentoring we will talk in some units about mentoring programs and how such a program can be established and implemented in the organization you work.

DAI defines mentoring as:

An intentional relationship, between two people, where one of the individuals serves as a guide in order to facilitate character development, personal growth, self understanding, and Christ-like effectiveness. This is done through disciplined commitment, mutual accountability, confidentiality, humility, vulnerability, and the sharing of one another's life story.

The end goal of mentoring is to help another person discover and become the man or woman that God created them to be.

We have all had mentors in our lives, whether they were formal or informal. They are the people whom we are responsible to for allowing us to be more than we would have been on our own. But what does scripture have to say about these relationships?
Is mentoring is a modern business concept, or can we find the general idea presented in Scripture? Or phrased in another way: "Is mentoring biblical?"

Moses and Joshua an Old Testament example of intentional mentoring

Moses was a man used in mighty ways by God to lead his people out of Egyptian slavery into the promised land. Scripture tells us that he was the "greatest prophet to arise in all of Israel." As such, he knew that God's work would go on long after he was gone. He wanted to leave a legacy behind, but more he wanted to groom a successor. In all probability, he kept his eye out for a young man after the heart of God who was capable of leading the children of Israel after him. He found this man in Joshua.
We can easily follow the relationship of Moses and Joshua in the early books of the OT and see a pattern of intentional mentoring emerge. It is a pattern that demonstrates leadership succession, intentional mentoring and discipleship. It sets the standard for Joshua and his work for God and his walk with God.
First Moses did the work for God. Then Moses allowed Joshua to do the work of God while Moses was close by. Ultimately, Joshua would do the work of God when Moses was gone. That is an example for raising a new generation of leaders. First, we do the work. Then they do the work with us and finally they do the work without us. Or from another perspective, that is how younger leaders emerge; by watching someone else do the work, then working with them, then continuing the work after they are gone.
Let's look at this pattern in more detail and see if we can discern some principles of intentional mentoring.

Think about it:

learning

Answer Box # 1

Read and analyze the following passages of Scriptures describing the mentoring relationship of Moses and Joshua and develop initial principles for successful mentoring.

1. Exodus 17:9-10

2. Exodus 24:13-14

3. Numbers 11:28

4. Numbers 13:1,8,16 and Numbers 14:5-9

5. Deuteronomy 3:21-22,28

6. Numbers 27:18-23

1. Joshua was given the opportunity to gain experience

It was interesting to see how Moses sent young Joshua into battle. Although he allowed Joshua to initially fight the battle, he was never far away. He was within eyesight of Joshua pointing him to the source of victory. Moses wisely allowed Joshua to fight and win the battle, but he gave direction to secure the final victory.

When Moses gave Joshua the task of selecting men for the battle … it was a difficult and stretching task. Though Israel was armed for battle when they left Egypt (Ex. 13:18) … the people had not fought a battle for 400 years. What's worse was that they were a complaining lot … no graves in Egypt, bitter water, no food, no water … complaints after complaints. Joshua probably did not have many men to choose from but he did not complain. He worked with what he had.

As we face our challenges, let's us not complain about what we don't have; instead use what we have … we do our part and trust God to do His part.

Moses demonstrated the wisdom of a mentor by deciding to delegate an important task to the mentee. In making this decision, Moses demonstrated trust in Joshua's gifts and leadership potential. He opened the way for their ongoing teamwork. This is the first time this "mentor" asked someone else to lead an attack, one of many that his "mentee" Joshua would command.

2. 'Shadowing' one aspect of mentoring

Once the mentoring relationship was established, Joshua became a frequent companion of Moses. They started sharing their lives. Moses allowed Joshua to see into his life and learn about how he mastered certain situations. Just by "being there" Joshua gained valuable knowledge, skills, and confidence.

We find evidence that their mutual trust increased when Moses allowed his mentee to accompany him to an important meeting . . . with none other than God! (Exodus 24:13-14) We're not sure that Joshua was actually with Moses in the presence of the Lord, but we know for certain that he was on the mountain (Exodus 32:17) and talked with Moses on their return to the camp. Imagine the incredible lessons Joshua received that day!

Moses took Joshua to another meeting in a special tent where Moses spoke with God again. Joshua chose to stay at the tent after Moses left to return to camp (Exodus 33:11). Joshua remained on his own in the presence of God. Moses demonstrated significant trust by not interfering in this major opportunity for Joshua.

Job shadowing is done more and more in apprenticeship programs to help young people to learn certain aspects of jobs and careers they are interested in. Job shadowing allows a person to really explore those careers and/or opportunities that are interested in. By "shadowing" someone in their job for a day or longer, one gets a first-hand, insider's look into what that person's job involves. The shadowed person can show the benefits, and challenges, of their position. By seeing how the person interacts with their co-workers, participating in the activities that they face every day, and seeing what it takes to "be that person", one will gain valuable insight into whether their job or career is something you might want to pursue yourself.

But Moses was interested in much more, he allowed Joshua to shadow him when he had unique moments in the presence of God, hence allowing the mentee to experience a similar close relationship with God.

3. Seize learning opportunities

In the third passage we see that the mentoring relationship has intensified because Joshua was seen by others as the 'right-hand man' of Moses. In this chapter we read that Moses did not hide the challenges or low points in his life and career from his mentee. As they so often did, the people of Israel were complaining and whining about the food, demanding meat, not only manna. God told Moses to consecrate 70 leaders that would share his burden at least for a time period. However 2 of the appointed leaders did not come out of the camp to the meeting tent but stayed within the camp and started prophesying there. Joshua was angry and wanted Moses to interfere and stop them.

Moses saw a learning opportunity and was not at all annoyed by the suggestion of Joshua. Instead he seized the moment and engaged Joshua in a discussion. Moses gently corrected the understanding of Joshua and used every opportunity to increase his understanding.

4. Challenging and stretching tasks

Moses continued to offer Joshua opportunities to develop. He assigned him (along with 11 other men) to spy out the Promised Land. The mentor gave him a job that required a plan, teamwork, and a report (Numbers 13:17). This was no small task that Moses assigned. They had to survey land that was unknown, and interact with people whom they did not know. Uncertainly breeds risk, and Moses was willing to send his "mentee" on a risky project. There must trust and humility to send someone on such a stretching task. Moses probably also provided some suggestions for how to carry out this plan, but ultimately, he let the men go on their own.

5. Affirming achievement

Part of mentoring is to affirm the things that the mentee has done well. Sometimes we assume that someone knows what they are good at doing, so we fail to recognize their achievement and gifts. Affirmation instills confidence which is part of mentoring. Not only does Moses affirm Joshua, but he does it in front of all the people of Israel! He tells the people, "Joshua is your new leader, and he will go with you, just as the Lord promised."

6. Getting out of the way

In commissioning Joshua in front of the people (Deuteronomy 31:7-8), he gave Joshua public recognition for the lessons he learned. What's more, Moses conferred power on his mentee, and vacated his position to him. Their formal mentoring relationship ended. When Moses died, Joshua was appointed as the new leader of Israel and later took his people into the Promised Land (Numbers 27:15-23).

The mentoring relationship of Moses and Joshua was very task-and-performance oriented. They provide clear-cut illustrations of several excellent mentoring principles:
1. *Trust is the starting point of any mentoring relationship*
2. *Mentoring is allowing the mentee to observe the mentor in action especially bringing one another into a deeper and more intimate relationship with God*
3. *Mentoring is allowing for learning opportunities*
4. *Mentoring means assigning stretching tasks to develop new skills and responsibilities*

5. *Mentoring affirms achievements*
6. *Mentoring may mean getting out of the way, stepping aside to let the mentee succeed.*

So we can answer our earlier question if mentoring is a biblical concept with a resounding YES. And in fact Moses and Joshua are not the only examples. In your assignments you will have an opportunity to look at other biblical examples and see if they teach similar mentoring principles.

How God wants His People Mentored – Deuteronomy 6

Dr. Stacy Reinhard from Mentor Link International sees the Old Testament pattern for mentoring especially established in Deuteronomy 6.

The Context: In Deuteronomy, Moses preaches his last sermons to the new generation of Israelites about to enter the Promised Land.
God Speaks: In this book, God repeats the Ten Commandments (Deut. 5; earlier given in Exodus 20). Read Deut. 5:1-6:3; 6:10-25:
Israel Hears: Look carefully at Deut. 6:4-9 (this is the famous 'Shema' – Hebrew for 'hear'- which many devout Jews recite daily):

Answer Box # 2

What is the relevance of this passage to the giving of God's Law to a new generation of God's people about to enter a new land?

What do these verses tell us about God?

What is our primary responsibility to such a God"

Who is responsible to 'mentor' the children in the things of God?

How is this mentoring to be done? When? Where?

learning

Jesus the master mentor

learning

Read Mark 3:14

How would you describe the strategy of Jesus to reach the world?

What could you learn from Jesus about mentoring?

Jesus adopted the familiar model of the Old Testament and took it to a new level that altered the world forever. His first job description was simply to be with the 12 disciples. His strategy was **intentional quality relationships**. There is no question that Jesus ministered and preached to the multitudes as well, but all along he knew that his main strategy was to concentrate his life on 12 individuals. His goal was not so much about information as it was about integration. Of course he taught his disciples the lessons of the kingdom of God but the relational nature of them rubbing shoulders with Jesus helped them far more than merely gaining knowledge. They learned to integrate what they observed from Jesus in their own lives.

Tim Elmore[1] identified the following 12 principles for how Jesus invested himself and reproduced himself within the men he loved most in the world.

1. *Initiative*: (Luke 6:12-13): He prayed and then found men to invest in---they did not find him.

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[1] *Mentoring: How to Invest Your Life in Others,* Tim Elmore, Indianapolis, IN: Wesleyan Publishing House, 1995

2. *Proximity* (Mark 3.14, Luke 8:1): The disciples were not only taught, but they "caught" lessons as they interacted with Jesus on a daily basis in everyday things.

3. *Friendship* (John 15.15): Jesus called His mentorees "friends". How can you mentor someone is you don't enjoy being around them?

4. *Example* (John 13.15). He did more showing than telling.

5. *Commitment* (John 13.1; Matt 16.24): Jesus committed himself to the 12 and asked for the same commitment in return.

6. *Responsibility* (Mark 6.7): Jesus delegated ownership, authority and responsibility

7. *Knowledge* (Luke 8:9-10): Jesus taught/discussed hundreds of issues with disciples.

8. *Trust* (Matt 10:1-8; Luke 10:1-16): He sent them out in His name

9. *Evaluation*: (Luke 10:17-20): He gave them feedback on what they did.

10. *Goal* (Matt 4:19, John 4.35): He kept this goal before them everyday 'they would make disciples for him'

11. *Power* (John 20:22, Acts 1.8) He empowered his mentorees

12. *Launch* (Matt 28:18-20) Jesus initiated one final meeting and charged to mentorees to complete what he had begun & to make disciples all over the world. The mentorees had become the mentors.

Mentoring IQ (= Intentional Quality Relationship)

From all the examples we have studied in this unit and the definitions we considered earlier on, two elements strike me as especially important for successful mentoring, and can help us differentiate mentoring from other related forms of discipling, coaching or just being a role model for someone else. These two important elements are: **intentionality** and the **quality of the relationship!**

Figure 1 - Mentoring IQ Model
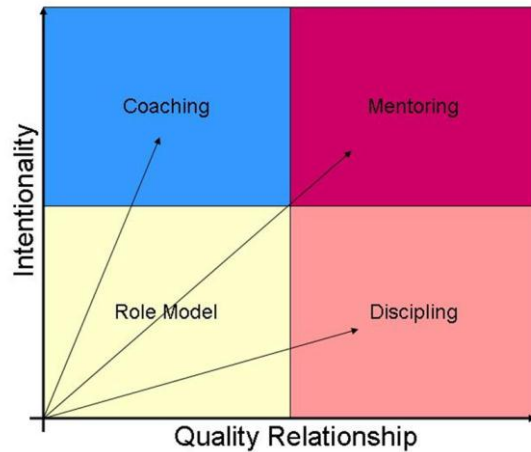
Mentoring is characterized by both high intentionality and high quality of the relationship. It usually starts with the lower left hand quadrant: when I find myself drawn to a certain person, he/she becomes a role model. Either because of his/her knowledge, skill or life style, I admire this person and want to learn more about him or her. If no personal interaction follows, the person will always remain a role model but nothing more. This often happens when you read a great book and the words of the author really touch your life, or you hear a wonderful speaker at an event that blesses and to a certain degree even changes your life.

If the degree of relationship with this person increases, but the intentionality does not increase you develop a friendship and in the course of this friendship, discipling takes place as a natural way of sharing lives and spending time together.

Another scenario would be, possibly in a business setting, where the intentionality increases and you really want to learn certain skills from somebody else without necessarily increasing the realtionship level. Such a relationship is more functional in nature, created to achieve a certain purpose. Usually the relationship between a teacher and a student is likely to be more intentional and less relational. Hence we could define such a structure as coaching.

However, if both the intentionality and the quality of relationship level is high such a relationship tends to be intensive, intimate and long term with a specific goal in mind to develop as persons in many areas as possible.

Paul's description of his relationship with the Thessalonians seems to confirm this model of a 'Mentoring IQ'!

Think about it?

Answer Box # 4

Look at 1 Thessalonians 2:7-12:

Think in terms of the parenting metaphors that Paul employs in this passage. Discuss the various mentoring qualities that each metaphor brings to mind and how this fits the above model.

bible study

Paul's description of his relationship with the Thessalonians contains all the concepts of this model. Paul uses the mother analogy to express the relational aspect of their relationship. They were gentle, caring, loving and delighted to share both the Gospel and their whole lives because they were so dear to each other.

He uses the role of the father to express the intentional aspect of their relationship. They dealt with them by encouraging, comforting and urging - all intentionally done to see them grow in their faith.

Hence one could rightly claim that Paul was in a mentoring relationship with the Thessalonians.

Reading and Application

In the reading section at the end of this unit, you will find a paper by Steve Capper, "Mentoring: the Heart of Making Disciples." Before you go any further in this unit, turn to it (p. 38) and read it carefully. Then answer the reflection following questions:

Answer Box # 5	Turn to the reading section, where you find an article by Steve Capper "Mentoring: the Heart of Making Disciples". Read it carefully and reflect on the three foundational hallmarks of a mentor.
	What you agree or disagree with those hallmarks?
	Could you find another hallmark that you would add to the list?
	How could you improve a mentoring relationship that your are presently experience through practicing these hallmarks?

Final Assignment

application

WRITTEN   ASSIGNMENT TO BE HANDED IN TO YOUR COURSE FACILITATOR

1. Take **one** of the following mentoring relationships in the Old Testament and make a comparison study and see if the mentoring principles we discovered by looking at Moses and Joshua are either confirmed, modified, expanded or not validated.
   a. Jonathan and David (1 Sam. 18-20)
   b. Elijah and Elisha (1 Kings 19)
   c. Ruth and Naomi (Book of Ruth)

PERSONAL   ACTION ITEM

2. What is your mentorship IQ? Look at the Mentoring IQ model and identify persons in each of the quadrants. Think and pray which person(s) you would like to move in the mentoring quadrant and how this could be achieved? Write a paragraph or two describing your conclusions.

MENTORING PORTFOLIO

3. Assuming that you have a mentoring relationship start journaling some of the sessions you have with that person. Reflect on what happened, some issues that were discussed (nothing too personal), what suggestions were made, what goals agreed upon etc. Share your initial journaling with the instructor.
   a. Record at least 5 such mentoring sessions
   b. Your journal entries for one section of the final portfolio
   c. You do not have to hand in the journal to your course facilitator, hence you have time to complete this section of the portfolio till you have to submit the completet mentoring portfolio.
   d. If you don't have an existing mentoring relationship, look either for a mentor to start and experience mentoring first hand or look for somebody you can mentor.

Readings

Mentoring: the Heart of Making Disciples[2]

by Rev. Steve Capper
> Steve Capper is the Executive Director of Mission Houston and serves as a trainer with Leaders Edge, a mentoring network in the USA. He is a city-reaching consultant in South Africa and spoke at SACLA II

For centuries mentoring has been the preferred methodology for developing people with skills that are best honed under the watchful tutelage of another who has already mastered a particular craft. This has certainly been true for the arts and the marketplace. Today mentoring is most often mentioned as the best solution for insuring a hopeful future for those "lost children" in our societies created by family disintegration through separations (sometimes for economic necessity), divorce, dual income careers, and the pursuits of sexual or materialistic comforts. The plea we hear is for adults with emotional health, life skills and personal disciplines that have resulted in relational and professional stability, to choose to pass onto one-to-one relationship what they have learned about living well.

Until the mid-twentieth century mentoring was also the preferred methodology of the church for developing Christians both as people and as effective ministers. Mentoring those to whom He would give responsibility for continuing His ministries occupied the greatest number of Jesus' waking hours. Mentoring those he would appoint to leadership of churches he had helped initiate was a lifelong pattern of the apostle Paul. While mentoring is still the conviction and practice of some, the emphasis on congregational numerical growth over the past sixty years—particularly in the West—has been accompanied by a replacement of one-to-one or one-to-a-few mentoring with a reliance upon programs, courses, books and the technology that allows gifted teachers to convey truths without being present to assist the learners to implement those truths well. As a result, Dallas Willard and others have concluded that the church has settled for making good and informed church members but has failed to make the kind of disciples whose lives resemble Jesus and who bring Kingdom impact to the world in which we live.

I write with the deep conviction that the recovery of effective one-to-one and one-to-a-few mentoring is essential for making the kind of disciples in whom the Lord will be "seen" and through whom the Kingdom of God will spread. In this light, I view mentoring as the process of helping another

- establish intimate communion with God,
- develop Christ-like character, and
- experience increasing effectiveness in Spirit-led, life-giving ministry.

While tempted to explore a variety of crucial attributes for mentors –

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[2] From "South African Handbook on Mentoring" published by Africa Ministry Resources in Partnership with TEASA and the National Christian Leadership Development Forum. Used by permission.

- Reliance on God instead of Self
- Focus on Christ rather than the Mentor
- Practical more than Conceptual
- Character before Skills

–to offer something catchy like "The Seven Habits of Highly Effective Mentors," I chose to focus instead on three foundational hallmarks of mentors whose work will honor God and likely bring substantial future return on their investments. If any of this proves helpful to you, I am delighted!

I had been a Christian for just over a year and a half. The leaders of the ministry that targeted students like me at our secondary school had already established a friendship with me prior to the night of my commitment to trust and follow Jesus as the Lord of my life. Taking me out for conversations over a soft drink, friendly competitions against each other in a variety of sports, and regular phone calls gave Bobby and Ken credibility with me. So after my conversion when they suggested I join them in a weekly Bible study with some others, I readily and eagerly agreed. A few months later when they suggested I join them in reaching out to some secondary school students younger than myself, again I readily and eagerly agreed. In fact, at the end of my first year as a Christian when it came time for me to decide where to attend university, I chose a local one in order to be able to go through the same year-long ministry leadership training each of them had taken.

Now, eighteen months into my journey of trying to live as a disciple of Jesus Christ, I continued to meet weekly with Ken, one of my older-in-the-faith friends, sharing about our lives, what we were reading, what we were doing in attempting to obey the Lord, where we felt we were making progress and where we felt we were failing, and praying for one another. My appetite for knowing God remained strong, but even I could tell I was far better at storing information about God and His Word than I was at living what I learned. On this particular week, Ken asked me to meet him for a second time.

After we settled in at the table in an uncrowded fast food restaurant, Ken cleared his throat and began: "Steve, I've been concerned about something and wanted to talk to you about it."I noticed tears in his eyes, and he softly continued. "I love you so much. I look forward to our times together, and I celebrate how much you've grown."Now the tears began to spill onto his cheeks and down his neck. "I know you want your parents and family to come to know the Lord. I know you pray for them and look for opportunities to witness to them. But Steve, your attitude towards your parents is terrible. When you talk about them I hear more condemnation than compassion. When I was with you at your house you hardly listened when they asked a favor of you, and you were quick to insist you were going to do whatever it was you had planned. And when you do speak to them about Christ you come across as arrogant, as if you know everything about God and His ways."

His tears still flowing, Ken took another risk as he reached across the table and covered one of my hands with one of his own. "Because I love you" he said, trying to look into my eyes while I avoided his gaze, "because I, too, want your family to know Christ…because I want you to be effective for the Lord in and out of your home …and because I'm scared for you in the future if some of these things in you aren't changed, it's killing me to watch you hurt yourself and those you love. So though you may hate me for saying all this, I want you to know I'm here for you and I'll do anything I can to help you if you want me to."

Hate him?! Never had I felt so loved in my life. In fact I didn't like what he had pointed out, and I had been blind to what he had observed in my life. But at that moment, Ken, who had already been mentoring me without my knowing the word or what it meant, became the one I sought to provide invited and uninvited direction and accountability for my life. It was largely from him that I experienced and embraced most of the attributes I associate with a godly and effective mentor –the very attributes I think I see inthe mentoring Jesus provided.

Relationship, not Information

When Jesus selected the 12, He didn't invite them to a classroom, a conference or a seminar instead, Jesus established a relationship with them. Mark 3:14 tells us "Jesus called them to be with Him …". Jesus went to their homes (cf. Mk.1:29); He went to where they worked (cf. Lk. 5:1-11); He attended dinner parties they held with their friends (cf. Matt. 9:10). He initiated private times with them when they avoided public settings for retreats and serious conversations (cf. Mk. 9:28-35). Sustained and effective mentoring requires the context of an ever deepening relationship. Mentors help shape unique individuals in the light of responsibilities and opportunities they face in the arenas of life and relationships, their personalities, and their skill set and giftings. Mentors take the initiative to establish regular times spent with those in whom they are investing, becoming familiar with their normal routines and relationships, and for private conversations.

Ken got to know my family, my friends, and my co-workers because he cared enough to ask about hem and to come with me to meet them. He also invited me to his home and showed me where he worked. For Ken everyplace was an appropriate setting for helping me live into the fullness of Christ. He instigated one-on-one times if I didn't ask for them, and he insured we met or talked regularly. Together we laughed, we played, we talked politics and sports and people and faith, we ate meals and argued and cried and prayed. Jesus called the apostles, the ones He was directly mentoring, His friends (cf. Jn. 15:15). Ken was my friend –before, during, and after the years he was directly mentoring me.

I realize that the pace of life for many has accelerated to breakneck speed since the time Jesus was inhuman form walking on our planet –and even since the early 1970's when Ken and I lived in the same city. I realize that traffic snarls our cities, and that communications between people are more often through email and cell phones than face-to-face. I'm aware that many want to be mentored by someone they admire who is distant, either due to consuming demands on their life or geographically. But I am convinced that effective mentoring, whether for long-term or shorter periods of time, requires a breadth of relationship that allows both the mentor and mentee to be known to one another. Mentoring is not about increasing someone's storehouse of information about God. Mentoring is about building -and about building up -a person in Christ-likeness and into their God-given potential.

Love, not Duty

Mark 10:17-22 records an exchange between Jesus and a wealthy young man who had approached Him witha question about how to live in such a purposeful way that it would lead to eternal life. As His disciples watched and listened, Jesus told the truth. His answer, calling the young man to relinquish his grip on wealth and release those funds in showing love for God and people in need, exposed a place of bondage from which the young man was not ready to be liberated. Though that man chose to walk away from Jesus, the Scripture tells us that "Jesus looked on him with love"(Mk. 10:21). I've often wondered what expression on Jesus' face convinced those He was mentoring that both His heart and countenance were full of love for the man, even while the man was refusing Jesus and His narrow way to abundant life. But the point of the passage is that indeed the 12 could see it! God not only loved the whole world, but He loves each individual–even when rejecting Him is our response. And, even when betraying Him is our choice.

During the night of mockery justice right after Jesus was apprehended in the Garden of Gethsemane, Simon Peter showed up outside the building where His mentor was enduring His first "courtroom" trial. Only hours beforehand Peter had boasted that he would never deny his allegiance to Jesus, even though Jesus had declared Peter would i n fact do so three times before the night was over. Sure enough, three times Peter refused to acknowledge that Jesus was his Lord or friend. Immediately after the third betrayal, Jesus was brought outside and their eyes met. What was the look on Jesus' face that Peter saw? The Bible doesn't describe it, but I'm of the opinion that it was just like the expression Peter had seen hundreds of times before –including when the rich young man turned away. It was a look full of love, not condemnation. And that look both broke Peter's heart at what he had done (and failed to do) and gave Peter a glimmer of hope.

When my friend and mentor Ken confronted me, his tears were as clear a message as the words of rebuke he leveled. His motive was compassion for me, not indignation. Correcting me was h is responsibility as mentor and older brother in Christ, but it was his obvious concern for me as a person that made me receptive to change. Ken mirrored for me the truth that was visible in Jesus and conveyed in the words of Paul: "the goal of our instruction is love"(1 Tim. 1:5).

That very same Paul declared that one hallmark of genuine love is that the loving person "believes the best"(1 Cor.13:7) about another. No matter how inconsistent and immature Peter was, Jesus continued to convey His belief that Peter would one day be "a rock"(Mt. 16:18), giving Peter hope that he would become the person God designed and intended him to be. Like the Master mentor Jesus, my mentor Ken celebrated even small victories that demonstrated my progress toward maturity and in ministry. And when correction was needed, even if I didn't want it, Ken willingly risked inflicting pain in the present for the sake of joy in and through my life in the future.

I am aware that all believers are mandated to be involved in discipling others (Mt.28:18-20), and that awareness of the Biblical principle "to whom much has been given, much is expected" (Lk. 12:48) has propelled some to engage in disciple-making involvement as mentors. While I do not want to minimize in any way those who choose to do so simply out of obedience, I contend that a mentoring relationship has the most impact when the mentor is gladly making an investment of love for a person and not out of sense of duty or obligation. As Paul observed, "information makes us feel important, but it is love that builds up (1 Cor. 8:1).

Mutual Ministry, not One-sided

It is unusual to think of the Son of God as needy. But a careful reading of the accounts relating Jesus' wrestlings in the Garden the night before His crucifixion reveal a fully human Savior asking for the physical and spiritual companionship of those He was mentoring (Matt. 26:36-40, Mk. 14:32-42). Several times He went back to 3 of the 12 apostles, and asked at least once: "Could you men not keep watch with me for one hour? "The text is clear: Jesus, "overwhelmed with sorrow," asked for prayers and consoling from those He was mentoring.

Some who read the accounts about and letters by the apostle Paul sense that he almost appears self-sufficient, as if he believes his own declaration that "I can do all things through Christ who strengthens me"(Phil. 4:13) means that he didn't really need anyone besides the Lord. While it is true that when imprisoned later in his life Paul asked for "parchments"– presumably portions of the written Scriptures, he also reports his loneliness at having been deserted and he specifically asks for the company of others, including those he has mentored (cf. 2 Tim. 4:9-13). Furthermore, in at leas four different epistles Paul asks those he has been instructing in matters of faith to pray for him (cf. Eph. 6:19, Col. 4:3, 1 Thess. 5:25, 2 Thess. 3:1)! Where did Paul get the notion that a mentor still needs ministry from those they are mentoring? While I

suspect he experienced this with Barnabas, who delighted to let Paul's gifts grow and Paul's reputation increase beyond his own, we know Paul saw this in Jesus!

My friend, Ken, had been raised in a Christ-centered and Christ-honoring home. He had made his own personal commitment to follow Christ years before I did. He knew more Scripture and had experienced more of God's presence and activity than me. He even prayed prayers like "Lord, please make this the most difficult year of my life so that I learn to trust you and not myself "while still a university student! I thought I could never catch up to Ken's level of spiritual maturity. But I remember like it was yesterday the first time Ken turned to me and told me he needed me to pray for him! And while that stunned me, it pales in comparison to the first time Ken shared something he was struggling with and asked me for my counsel!

What did Jesus do in asking for ministry from his disciples? What was Paul doing? What did Ken do? They modeled the truth: spiritual maturity never reduces the need for others. They affirmed the incredible stamp of God's high Life-giving ministry to value, that anyone is qualified on the basis of "Christ in me". They exemplified how valuable is vulnerability by a mentor in communicating that humility is always appropriate clothing on every Christian, and helps us avoid the snare of hiding our weaknesses or our sins in order to appear "good" in the eyes of others. The godly and helpful mentor engages in relationships with those they invest in characterized by mutual ministry, of never being better than anyone else, powerfully reinforcing that God has made us all to live interdependently in community as one part of a Body. In so doing, they cultivate a mindset and provide experiences that will help prevent the ones they mentor from becoming an easy target for the evil one by later choosing to live in isolation from others, whether due to pride or guilt. In addition to the protection that comes to us as Christians when we stay deeply and honestly connected to one another, these kinds of authentic relationships where truth is spoken with grace and love are among the most attractive and effective tools God has given us for reaching others while enjoying His presence.

A Final Thought

Regularly I ask those who have been Christians for many years, "who discipled you?" or "who mentored you?" More often than not, people simply look at me with a puzzled expression. I have come to appreciate how rich a treasure I was given so many years ago in the gift of Ken, and others since. I have concluded that the lack of impact by the church in a world that desperately needs transformation means there are "lost children" in the household of God, and not just in society. I am convinced that mentoring is the best solution for insuring a hopeful future for the "lost children" and future generations in and outside the church of Jesus Christ.

The ministry of mentoring is costly …and the dividends often don't come until after years of investing. But the rewards include incredible joy! And Jesus said "make disciples," not "get decisions!" So I wonder if you can hear the voice of the Father who loves His children, asking "whom shall I send, and who will go for Us?" If so, I am praying for you to answer the call, to make known the heart and Life-giving ways of the Father to His children, as He leads you to mentors for you and to establish relationships of love and mutual ministry for mentoring others!

Mentoring & Coaching
Unit 3
Mentoring Roles & Competencies

Development Associates International

Version 1.3

EMPOWERING
KINGDOM LEADERS

Unit 3 - Mentoring Roles & Competencies

Table of Contents Workbook:

Learning Objectives:

- You will be able to recognize what makes a mentoring relationship effective or ineffective.
- You will understand and be able to articulate the different roles that a mentor can play.

Mentoring Portfolio:

Mentoring code of conduct - see final assignment box!

Introduction

lecturette

What is the difference between an effective and an ineffective mentor? Or a mentee that is easy to deal with and a more complicated mentoring relationship?
Is it possible to identify some kind of generic skills, characteristics and competencies mentors and mentees should have for successful mentoring? What roles should the mentor and mentee play for effective mentoring?
Addressing these questions will be the focus of this unit.

Maybe the most important characteristic of a potential mentor is the motivation to serve and the desire to be used by God. This taken as a general foundation let us be more specific and start with a practical exercise.

Think about it?

learning

Answer Box # 1

In the last unit you thought already about a mentor you had in your past (Did you write the letter and mail it to your mentor? What was the reaction?). You can either reflect on the same mentoring relationship or think about another person of influence in your life as a child or youth. Think about why that person was important to you.

1. What quality did you most value in this person?

2. Identify the roles this mentor played in your life

3. What made Mama Mary in the case study (Unit 1) an effective mentor?

Characteristics of an effective mentor

If you answered the previous question and compared it with the answers of a friend, other workshop participants or fellow student, would you find similar characteristics? My guess would be yes!
In the mentoring literature one can find several lists of characteristics that may look similar to your observations.

Stanley and Clinton[1] in their very good book on mentoring "Connecting" suggest the following list (p.38)

- Ability to readily see the potential in a person
- Tolerance with mistakes, brashness, abrasiveness, and the like to see that potential develop
- Flexibility in responding to people and circumstances
- Patience, knowing that time and experience are needed for development
- Perspective, having a vision and ability to see down the road and suggest next steps that a mentee needs
- Gifts and abilities that build up and encourage others

Howard and William Hendricks[2] (p. 60 - 72) suggest the following characteristics:

- Seem to have what the mentee personally needs
- Cultivates relationships
- Is willing to take a chance on the mentee
- Is respected by other Christians
- Has a network of resources
- Is consulted by others
- Both talks and listens
- Is consistent in his/ her lifestyle
- Is able to diagnose the mentee's needs
- Is concerned with the mentee's interests

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[1] *Connecting: The Mentoring Relationships You Need to Succeed in Life,* Paul D. Stanley and J. Robert Clinton, Colorado Springs, CO: NavPress, 1992
[2] *As Iron Sharpens Iron: Building Character in a Mentoring Relationship,* Howard G. Hendricks and William Hendricks Chicago, IL: Moody Press, 1995

Another interesting list that is taken from an article from Clutterbuck Associates[3] about some of their earlier research into effective mentoring (more from a business setting):

Good mentors…..
- reinforce rapport at each meeting
- hold back from giving their own experience until the mentee has fully explored the issue
- summarize during the meeting and ensure that the mentee summarized at the end
- challenged and encouraged as the need arose
- talked less than 20% of the time
- made good use of good and penetrating questions
- gave considered advice when it was called for
- made use of silence when a question struck home, ensuring that the mentee has sufficient reflective space to consider the implication of an insight

An Internet online survey was done by the Center for Coaching and Mentoring[4] done in 2003 had the following results:
- Empathetic, non judgmental listening: My mentor was willing to hear me out; she was an outstanding listener; He listened when I was uncomfortable; His listening skills were excellent; He listened with care and concern.
- An unselfish commitment of time: He invested time with me; He spent time talking to me and getting to know me; He was always available; He is always willing to help; She has always been there for me; She always seemed to be there when I needed her the most.
- Provided insightful feedback: Straight forward, clear and concise; She accepted feedback as well as gave feedback on a consistent basis; provided consistent, honest feedback.
- Concerned and cared about me on a personal level: He took a personal interest in me; she cared about me as an individual; took a personal interest in me when I most needed a mentor and friend; she really cared about you as a person.
- Provided encouragement, and helped set stretch goals: He was constantly raising my standard; collectively we came up with ideas and actions plans; He challenged me to think outside of the box; He has encouraged me to strive for success.
- Was very supportive: I never felt she had left me out to hang alone; He provided me with the support to focus my personal strengths; She was supportive and understanding; She believed in me and supported me.
- Sincere, open and honest: He was very honest; she was honest and open in her communications; her information came from the heart; it could not have happened without his open and honest communication.

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[3] *Mentors and Mentees - the Competence Conundrum, see at* http://www.clutterbuckassociates.com/downloadfile.aspx?ID=119 accessed 9/2/2008

[4] Characteristics of the Most Effective Mentors. Matt M. Starcevich, Ph.D**.***, at* http://www.coachingandmentoring.com/CharacteristicsOfMostEffectiveMentor.htm, accessed 9/2/2008.

- A partner: She knows the whole philosophy of coming along side of me instead of walking ahead of me; A partnership was developed with my mentor; He neither led me nor followed me, but stayed close so that I could find my own path; It was a collaboration; She cared about me and treated me not as a kid, but as an equal who she was honored to has as a friend.
- Saw potential, believed in and had confidence in me: He demonstrated total confidence in me; What set her apart, her ability to care about each person in their own special way; I know now that she saw potential in me I did not know I had; She challenged me to be a better leader because she saw my potential.
- Was patient: She was very patient, concerned and involved with my learning; their patience is what counted; He was a very patient man who allowed me to have the time that I needed to think out a problem myself.

Think about it?

🔦 **learning**

Answer Box # 2

Comparing all the presented lists and the qualities you valued most in the mentor of your past, what are the top five qualities that you see most important?

Keep this 'top five list' in mind and start practicing those characteristics in your own mentoring relationships!!! Write them down on a small index card and put it in your Bible or daily planner where you can recall them before you go into your next mentoring meeting.

Characteristics of an effective mentee

Only recently does the literature pay more attention to mentee behaviors. Recent studies show that the proactive behaviors by the mentee are critical in the success of the relationship. Clutterbuch Associates come to the conclusion that "what matters in terms of the relationship is the reciprocality of the behaviors between mentor and mentee".

According to a mentoring course by Thomson Course Technology[5] the qualities that effective mentees should have include the following:

- strong interest in fostering their own professional development
- willingness to take risks in order to grow
- ability to receive constructive feedback
- ability to use their mentors' resources and feedback to their advantage

Tripple Creek Associates[6] have on their website a Mentee Readiness Assessment Survey that lists the following characteristics:

- Goal-Oriented - Effective mentees place a high value on setting and accomplishing goals.
- Seek Challenges - Effective mentees are not satisfied with status quo and are vocal about wanting and accepting new challenges.
- Take Initiative - Effective mentees do not wait for others to notice them or their abilities and are willing to initiate a positive learning activity.
- Show Eagerness to Learn - Effective mentees are curious about what they do not know and are able to ask for assistance or resources when faced with uncertain circumstances.
- Accept Personal Responsibility - Effective mentees do not shift blame, procrastinate or become easily distracted, but readily admit and own failures and shortcomings.

As helpful as such lists can be we have to go a step further and discover together what are the roles and the subsequently the required competencies of mentors to make such a mentoring relationship all it can be.

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[5] *Mentoring Course ILT,* Thomson Learning, 2003
[6] http://www.3creekmentoring.com/Mentoring_Public/Documents/TCA_MenteeCharacteristicsSurvey.pdf, accessed 9/2/2008.

Dimensions of mentoring

Think about it?

Answer Box # 3

From the perspective of the mentor:

Why do you want to invest in a mentoring relationship?

From the perspective of a mentee:

What do you hope to get out of a mentoring relationship?
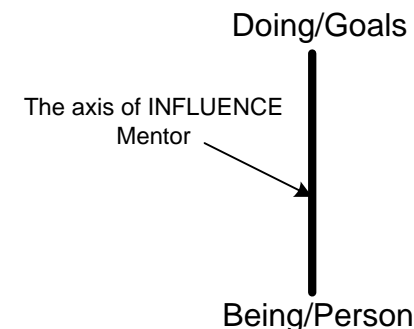
🔦 **learning**

Let's look at <u>the mentor</u> first. We already mentioned the willingness to serve as a foundational motivation.

But as important as the recognition that as followers of Christ we want to emulate his example. Jesus set us a clear example in the way he interacted with his 12 disciples. Other DAI courses highlighted already the importance for a leader to develop others. Be it as part of a succession plan in an organization or to strategically build up an organization.

What is important to keep in mind is the fact that Jesus was always concerned with the whole person. Mentoring has to be holistic in nature. Therefore one aspect of mentoring is the 'holistic influence' by the mentor that includes both doing (goals) and the being (person).

A mentor has to be concerned with the complete development and growth of the mentee (this by the way is another difference from a coaching relationship that is more performance oriented).

<u>Figure 1.1</u>

Doing/Goals

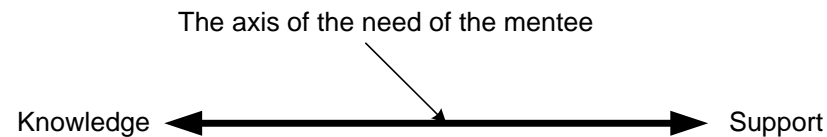The axis of INFLUENCE
Mentor

Being/Person

Although the mentoring relationship includes issues of performance, learning skills, setting goals and gaining new knowledge but it is also concerned with the person. This includes character building, emotional stability, personality issues and so forth. We could say it encompasses the mentees 'doing' and 'being'. A mentor aims through this relationship, to influence holistically the mentee to become all he or she can be in the image of God.

The mentee comes in such a relationship with certain concrete expectations; the mentee wants to learn new skills, needs orientation at a new place of work, wants to gain from the life experience of the mentee etc. All these expectations address the need for new and increased knowledge or skills. Or the mentee's need could be more geared towards emotional support, a word of encouragement, a prayer or counseling in a spiritual matter.

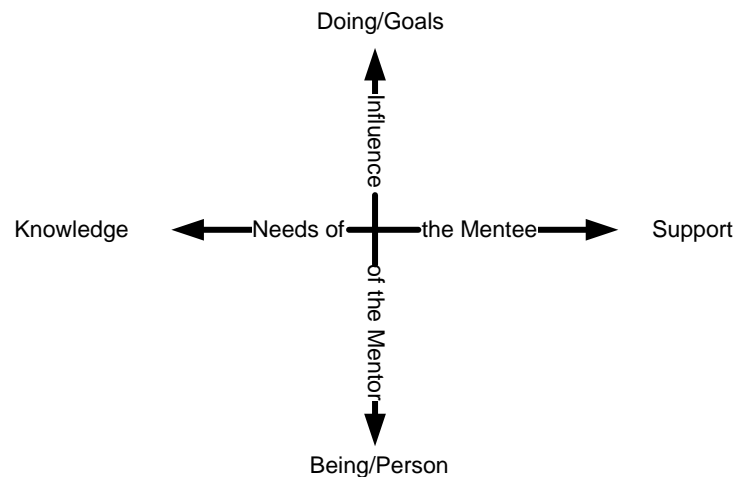This adds a second dimension to our concept of mentoring - the axis of need of the mentee that intersects with the axis of influence of the mentor.

<u>Figure 1.2</u>

The axis of the need of the mentee

Knowledge ←——————————————→ Support

Both axis together show the dimensions of mentoring: <u>Figure 1.3</u>

Doing/Goals

↑

Influence

Knowledge ←—— Needs of ——┼—— the Mentee ——→ Support

of the Mentor

↓

Being/Person

Roles of the Mentor
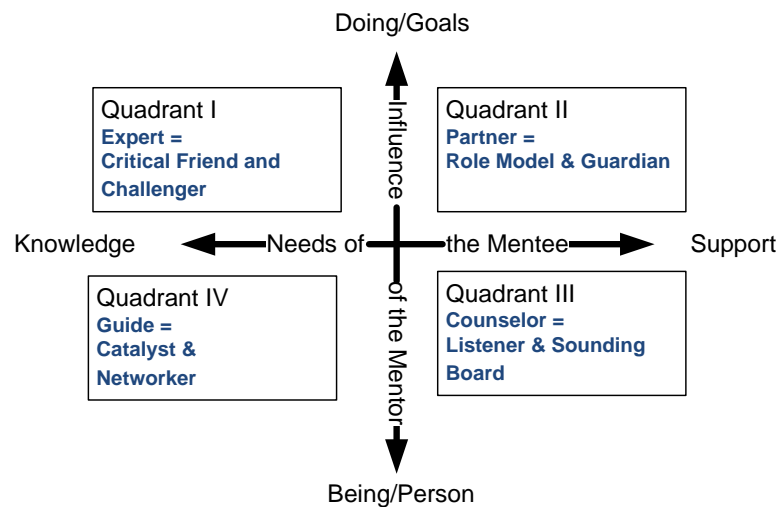## Think about it?

learning

Answer Box # 4

Think back at the roles that your personal mentor played as identified in answer box #1. I am sure you listed more than one role.

Use the diagram above (Figure 1.3) and try to place the respective role in one of the four quadrants. You have to decide from your perspective as a mentee was it more a supportive or teaching role. And from the help you received did the mentor influence your skills and helped to motivate some action or was the influence directed at your character and personality. Was the influence more directive or non-directive?

Most likely your diagram has something written in all 4 quadrants. Why is that so? You probably guessed already that a mentor plays different roles depending on the situation, goal of the mentoring program or need of the mentee. Sometimes the role is more directive demanding accountability for a skill that is practiced and learnt. Other times it is more the role of a guide on the side that makes suggestions and gently points in a direction that the mentee has to explore on his/her own.

Figure 1.4

Doing/Goals

Quadrant I	Quadrant II
Expert = **Critical Friend and Challenger**	**Partner =** **Role Model & Guardian**

Knowledge ←— Needs of — the Mentee —→ Support

Influence of the Mentor

Quadrant IV	Quadrant III
Guide = **Catalyst & Networker**	**Counselor =** **Listener & Sounding Board**

Being/Person

Although you may have found different names for the roles your mentor in the past played I want to propose that we can group the roles of mentors generally in 4 major categories.

1. Expert

This is probably the most traditional role of mentoring. Especially in a business or work setting, mentors are people with extensive work and life experience who share that experience with the mentee to help individuals learn the tricks of the trade and advance their careers. You can see, in quadrant #1 of the model above that the expert emerges when the influence of the mentor is focused on doing/goals, and the mentee is seeking to gain knowledge. By increasing the knowledge and skills of the mentee and giving them appropriate activities and resources, the ultimate goal is to improve the work performance for the benefit of the organization. Mentors in this case are actively responsible for helping mentees identify opportunities for improvement and providing information to the mentee, so they can make informed decisions concerning their development.

The art to learn in this role as expert is to teach gently without philosophizing. In this role the mentor has a clear goal in mind; he or she is aware where you want this time together to go.

Jesus taught us how to guide conversations by asking purposeful questions, always with the end in mind. Look for an example at the conversation he had with the Samaritan woman at the well (John 4). Jesus was certainly an expert when it came to worship and spiritual matters but he engaged the woman in a series of questions, always with the end in mind. Even though he already knew the answer to the questions he was asking, he directed the conversation to allow the woman to draw her own conclusions.

But Jesus did not arrive at this 'expert' level without being prepared for this role and having undergone his own training. Luke in his gospel gives a comprehensive picture how the father prepared his son for the ministry laid before him. Read Luke chapter 4 to get a clear picture how Jesus learned through pain and temptation (being hungry and alone facing the evil one, being rejected in his own hometown and threatened with death) and this experiential learning set the stage for his mentoring ministry of the 12 disciples. Jesus was immersed in the joys and frustration of the ministry before he called others to do the same. This certainly points to a foundational principle that a mentor can only play this role as an expert as far as one has experienced the challenges him or herself. Otherwise we have to change roles and be a counselor or guide and point and direct at truth we hold true regardless how well we have mastered them.

2. Partner

The next category that a mentor could fall into is the role of a partner. This is quadrant #2 on our diagram. When the mentor supports the mentee through providing knowledge, a partnership is formed. This is often feels like a friendship, but the difference lies in the intentionality that surrounds this relationship. This is where iron sharpens iron, and a fellowship is formed. Sometimes we think that a mentoring relationship

always needs to be a hierarchical relationship, and the friendship is overlooked. The mentor, as partner, is trying to work with the mentee, in an active way, to help him/her use the gifts and resources that she already has.

To encourage someone by serving along side of them is not always an easy task. We want to either give advice, counsel, or point someone in a specific direction rather than tackle new problems together. But Jesus give us an example of what it looks like to be a partnering mentor when we see his interaction with John the Baptist in Matthew 3:13-15. Jesus had to allow John to fully use his gifts and work alongside him, in order for God's purposes to be fulfilled. But even though John knew that Jesus was the One to do the baptizing, they had to work together.

3. Counselor

The counselor falls into quadrant #3. When the mentor is focused on supporting the mentee with personal aspects of life, the counselor emerges. There are times when a listening and wise counsel is all that a mentee is seeking. Good questions, and time for thoughtful discussion is what is expected from the mentor in this role. Here the mentor's primary role is to allow the mentee to see how his/her life is lived. This role is less active for the mentor, and more active for the mentee, as it focuses more on character development in the mentee. The mentor cannot do this for the mentee, but can encourage, support, listen, and live by example. In this role, the mentor is pulling information out of the mentee rather than giving him/her more information to process.

Just as with the expert role, good questions are crucial in being an effective counselor.

What are some examples of Jesus as counselor?

4. Guide

Our last category for a mentor, in quadrant #4 is a mentor as a guide. Here the mentee is seeking knowledge, and the mentor is influencing the mentee through resources and networks. As a guide, a mentor can expose the mentee to more than he/she would come in contact with on her own. Often times a guide will recommend readings, or put a mentee in touch with someone who can further develop the mentee's passions, interests, or opportunities. The mentor's responsibility is to broaden the perspective and mind of the mentee through more knowledge, resources, and contacts.

Jesus is the ultimate example as a guide, because he allows us relationship with the Father. He allows an opportunity and life that could not be achieved on our own. "Jesus said, "I am the Way, the Truth, and the Life. No one comes to the Father except through me." (John 14:6)

How can you bridge the gap for someone?

It is important to remember that a mentor will go in and out of these 4 roles, and does not have to be one or the other at all times. But it is also important to understand that some mentoring relationships take on only one or two of these dimensions. However, tension will arise in a mentoring relationship when expectations for what role the mentor/mentee will play, is not communicated. For example, if the mentor sees herself in the role of mentor as "guide," and the mentee is expecting her mentor to play the role of "counselor" or "partner," there will be frustration and discouragement. Communication in the mentoring process is crucial, and expectations must be outlined. We will discuss this in more depth, later on in the course.

A mentoring tool:

Use the graph the next time that you are either mentoring someone, or being mentored, and put an "X" in the quadrant where you would like to see the relationship develop. Have the other person do the same, and from the start, you will have an understanding of expectation for the roles that you will each play.

Think about it?

learning

Answer Box # 5

Think back to the story of Mama Mary. Recall situations and identify when she played the role of:

a) Expert

b) Partner

c) Guide

d) Counselor

Competencies of the Mentor

Some competencies are 'universal' and needed regardless what role you play in the mentoring relationship. And of course one changes hats in the mentoring process according to the situation and need of the mentee.

Other attitudes are more associated with one of those specific roles.

In your reading section you can find an article by *David Clutterbuck* that lists the following ten competencies for mentors and mentees:

- Articulating
- Listening
- Respect
- Analytical skills
- Goal clarity
- Challenging
- Self-awareness
- Commitment to learning
- Reflection/ Preparation
- Process Management

learning

Think about it?

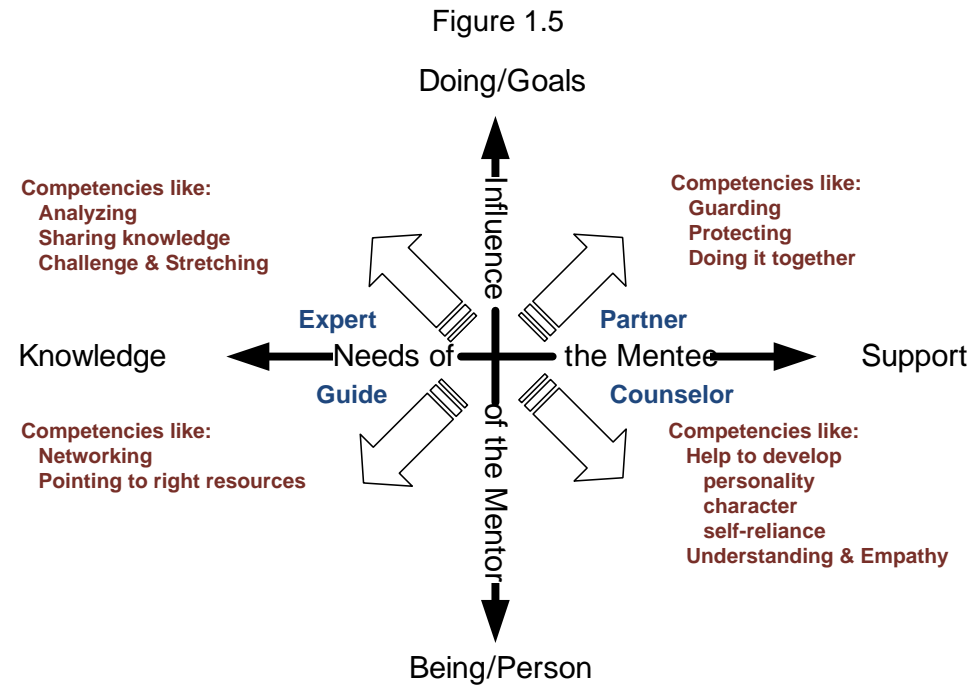<div style="border-left: 4px solid; padding-left: 1em;">

Answer Box # 6

After reading the article and looking at those more generic competencies write down two or three specific competencies for each of the four roles the mentor has to fulfill in the mentoring process and explain each competency briefly (you don't have to limit yourself to the 10 competencies of the article!) Add your ideas to Figure 1.5 on the next page!

Can you find an example in Scripture how Jesus displayed each competency you listed!

Which competencies have you mastered fairly well and in which areas are you weak and need to develop your skills?

This is actually an assignment that should be handed in to your facilitator.

</div>

Figure 1.5

Doing/Goals

Competencies like:
   Analyzing
   Sharing knowledge
   Challenge & Stretching

Competencies like:
   Guarding
   Protecting
   Doing it together

Expert   **Partner**

Knowledge ← Needs of ─── the Mentee → Support

Guide   **Counselor**

Competencies like:
   Networking
   Pointing to right resources

Competencies like:
   Help to develop
      personality
      character
      self-reliance
   Understanding & Empathy

Influence of the Mentor

Being/Person

Don't worry if you feel overwhelmed at this point with all the competencies a mentor should posses. No mentor has all the competencies when getting started and engaged in mentoring relationships. Some of the skills we will help you to develop as the course progresses.

And sometimes you may discover through the mentoring relationship deeper lying issues that need professional help and attention. Then it is time to recognize that your competency is not sufficient anyway and you have to refer the mentee to receive a different kind of help. That is the moment when we have to realize that mentoring has its boundaries and can go only so far.

Boundaries and Limitations of Mentoring

At times, mentorees may bring up problems that are outside the scope of the mentoring role and which the mentor may not be equipped to deal with. It is important that both parties recognize the limitations of the mentoring relationship. When a mentor is not qualified to offer advice they must refer the mentoree to other sources.

Think about it?

Answer Box # 7

What would you do in the following situations:

- Your mentee just gave you a rather expensive gift

- Your mentee asked you to come over to your house

- Your mentee told you about a serious psychological diagnosis he's had since childhood

- Your mentee phoned you at 2:00 a.m. to talk about an issue

- Your mentee asked you an extremely personal question

- Your mentee complained bitterly about her boss

- Your mentee gave you a long and extended big bear hug

learning

*1. Rules and expectations about the mentoring relationship*
      Every human relationship has rules of what is appropriate and permitted and what is not. It is good to bring up the topic of boundaries early on in the mentoring relationship. Those boundaries may vary from on case to another depending on the nature of the relationship. Usually it is the responsibility of the mentor to guide the discussion and agreement of rules the pair will follow.

Here are some of the areas where rules and suggestion will help to structure the relationship:

- How often, where and how long you will meet
- Who will 'manage' the relationship and how that will look
- Communication between meetings (emails, phone calls….)
- Are there areas to talk about that are off limits
- Style preferences (how you'd both like to give and receive feedback, punctuality, desires…)
- Homework
- Physical / touch boundaries
- Confidentiality
- Gifts

2. "beyond" the mentoring relationship - professional services (Take a look at the model below)

Figure 1.6
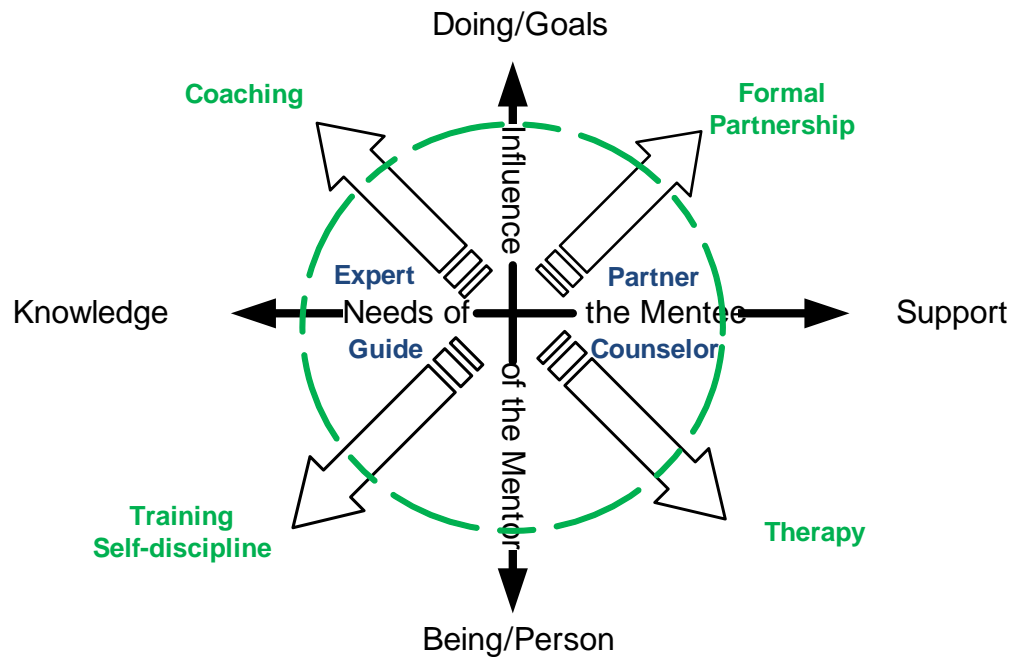
The green slashed line represents the boundaries that we mentioned above. As you can see, when the boundaries are crossed, in each of the 4 quadrants, a different course of action may be more appropriate. For example, if a counseling role becomes too involved, a professional counselor, or therapy maybe the next course of action. If the guide feels stretched too far, the action falls to the mentee's ability to be self disciplined, and the Holy Spirit must serve as the transformer. An expert, when pushed to his boundaries, could suggest formal coaching in a more formal setting. And finally, a partner may need to establish a formal commitment or even a business partnership, if the boundaries are crossed.
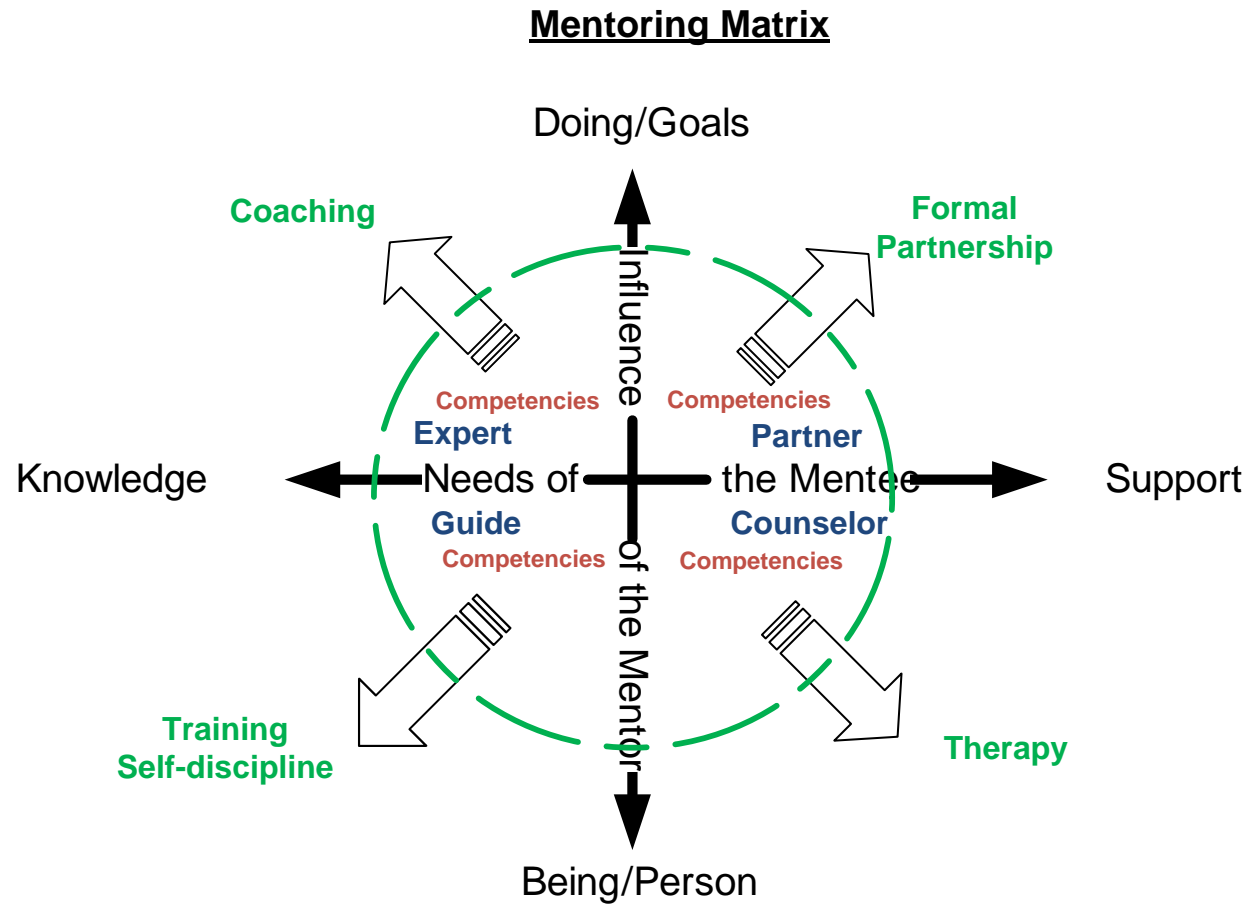
Think about it?

Take each of the 4 areas described in the model, Guide, Counselor, Partner, and Expert.

Create a hypothetical scenario where your relationship, as the mentor, steps outside of the boundaries of that role. Suggest 1 or 2 possible suggestions that you could give your mentee in each role, if the boundaries were crossed, in order to guide them to a more appropriate course of action.

Putting it all together we have developed model for mentoring we would like to call the MENTORING MATRIX:

Figure 1.7

Mentoring Matrix

Doing/Goals

Coaching

Formal Partnership

Influence

Competencies — Expert — Competencies — Partner

Knowledge — Needs of — the Mentee — Support

Guide — Counselor

Competencies — Competencies

of the Mentor

Training
Self-discipline

Therapy

Being/Person

Assignment

application

Final Assignment

WRITTEN ASSIGNMENT TO BE HANDED IN TO YOUR COURSE FACILITATOR

1. Go back to answer box #6 and write your answers and email it to your course facilitator.

PERSONAL ACTION ITEM

2. Develop a mentoring code of conduct for
   a. A pastor mentoring a parish member
   b. Business or NGO leader/ manager mentoring an employee
   c. A present mentoring relationship you have

MENTORING PORTFOLIO

3. Use the mentoring code of conduct you developed and discuss it with either your mentor or mentee and journal the discussion and agreement. Attach your code and a short reflection about your discussion in your mentoring portfolio.

Readings

Mentors and Mentees – the competency conundrum

reading

What's the difference between a good and a not-so-good mentor? One of the problems both in selecting mentors for a pool and in matching individual mentors with mentees is that the answer varies according to the context and the specific needs of the mentee. Hence the title of our latest book *The Situational Mentor[i],* which brings together a range of views from around the world on the competencies and capabilities of an effective mentor.

An ambitious project on behalf of the European Mentoring and Coaching Council is currently attempting to map out the widest possible range of characteristics and behaviours of effective one-to-one developers. The process involves building a very extensive library of statements and asking people, who use coaching and mentoring in many different ways and circumstances to match *their* definitions of the role against the statement list. The aim is to bring some clarity to what should be expected when someone describes themselves as an executive coach, life coach, developmental mentor and so on. In some cases, it is to be expected that the same basic role will have more than one label; in others, the same label will have been applied to very different roles. (For example, a mentor may be sponsoring, developmental or transformational, to name but three variations; and the terms coach and mentor are sometimes used interchangeably, sometimes with exactly opposite meanings, depending on the background of the person concerned.)

Is it possible to identify some *generic* skills for mentors, however? Equally, can we identify some generic skills for mentees? The short answer is almost certainly yes, for developmental mentors at least, but *how* those skills are used will vary considerably.

In our early work on what effective mentors do, we interviewed and observed dozens of mentoring pairs until a very clear picture emerged. Good mentors reinforced rapport at each meeting (including e-meetings). They held back from giving their own experience until the mentee had fully explored the issues and the mentor had a chance to peer well under the surface of presented issues. They summarised during the discussion, but ensured the mentee summarised at the end. They challenged and encouraged as the need arose. They talked less than 20% of the time. They made use of very good, penetrating questions, but gave considered advice when it was called for. And they made use of silence whenever a question struck home, ensuring that the mentee had sufficient reflective space to consider the implications of an insight.

What we didn't do at that stage was pay much attention to *mentee* behaviours and competencies. There wasn't even much in the academic literature about mentee behaviour, except some studies of sponsorship mentoring that explored how protégés ingratiate themselves. But observation and more recent studies, such as those by Truls Engstrom in Norway[ii], show that proactive behaviours by the mentee are critical in the success of the relationship. Our own current research, looking at the development of relationships

over a 12 month period, reinforces that view. Although we might select mentors on the basis of particular competencies, what matters in terms of the relationship is the reciprocality of the behaviours between mentor and mentee.

So what are those reciprocal behaviours? Some of those identified so far are:

• *Articulating:* The mentor needs to be able to explain good practice and illustrate it through story and anecdote. S/he also needs to enthuse, coax, empathise and stimulate reflection – all through adept use of language. At the same time, the effective mentor is able to help the mentee articulate their thoughts, feelings and ideas through appropriate questioning and the use of visual aids, such as diagrams.

The mentee needs many of the same skills, to ensure that the mentor both understands the issues they present and responds in the appropriate manner. In research some years ago, we explored how coachees and mentees raised issues for discussion with their learning partner. When they asked for help with a problem, they were most likely to receive direct advice. When they talked through the thinking they had already done around the issue and made it clear they wanted more of a sounding board, that was what they usually received.

Inarticulation doesn't have to be a matter of putting logical thoughts together and expressing them clearly. Some people are emotionally inarticulate -- they struggle to access and describe their feelings. Both incapacities can be very difficult for a mentor to manage.

• *Listening:* Effective mentors spend less than 20% of session time talking. They recognise the importance of helping the mentee work things through and establish his or her own insights. They use questions to make frequent shifts of perspective, so that the mentee can understand the issues more fully. They are also skilled in the use of silence, often suggesting that the mentee take a few minutes to reflect quietly on a particular insight.

Mentees also need to exhibit good listening skills. Much of what the mentor says may contain subtle distinctions. In particular, the mentee needs to ensure that he or she distinguishes between the specific and the general, when accessing advice or the mentor's experience.

• *Respect:* Without respect on both sides, the relationship will never achieve the level of openness required. Respect is not the same as deference or ingratiation – it is based on recognition of the value of the other person's intellect, values and experience. Along with respect for each other goes respect for oneself – an appropriate mix of self-regard and humility that allows each to question and be questioned and have confidence in their ability to bring about change.

• *Analytical skills:* The mentoring dialogue can often seem rather shallow, if neither mentor nor mentee is prepared or able to dig deeply into the mechanics of issues. Finding the appropriate patterns, themes and connections between events is critical. Working on analysis together

helps strengthen mutual understanding at several levels and builds the rapport between mentor and mentee.

- *Goal clarity.* Mentors and mentees need to have a clear understanding of the mentee's objectives. If these change, both need to be able to recognise that this has happened and adjust accordingly. In addition the more the mentee understands the mentor's goals, the easier it is for them to ensure the relationship is reciprocal. Among the skills of establishing goal clarity are helping people decide what they *don't* want, exploring commitment and "chunking" big objectives into smaller, more readily achievable steps.

- *Challenging:* One of the most common complaints of mentors and mentees is that they do not feel the other person is challenging them sufficiently often or strongly. More than in almost any other environment, the mentoring relationship is one that allows constructive confrontation, where both parties find their assumptions questioned. In many cases, mentees report that this is the most useful part of the relationship, while mentors report that this is the part that provides them with the greatest intellectual stimulation.

- *Self-awareness:* Both mentor and mentee require at least a degree of emotional intelligence to understand their own motivations and to build empathy with each other. Self-awareness is essential for the mentor, to be a proactive and insightful role model and to recognise when and how to draw appropriately on their own experience. For the mentee, self-awareness provides a practical foundation, upon which to reflect and to select what to adopt from the mentor's advice and example.

- *Commitment to learning:* Current research suggests that commitment to learning is more important than commitment to the relationship, in terms of both appropriate behaviours and outcomes for the mentee. Mentors, who have given up active learning, tend to be more self-obsessed and directive than those, who genuinely see the relationship as an opportunity to develop their own skills and acquire new understandings. As research by Truls Engstrom has shown, altruism is not sufficient as a motivator for a mentor.

- *Reflection/ preparation:* Alongside lack of time to meet, one of the principal reasons mentoring relationships fail is that one or both parties fails to invest time in thinking through, either before or after the mentoring dialogue. With e-mail, there really is no excuse in most circumstances for the mentee not to forewarn the mentor a few days ahead of what s/he would like to talk about. In preparing for the meeting, the mentor should attempt to establish the facts about their issue, explore what they want to achieve from the dialogue with the mentor and, where possible, identify some examples to illustrate the dilemma they face. Some effective mentees hold an imaginary conversation with the mentor, to provide greater depth to their preparation. After the mentoring session, the mentee should always spend at least an hour reflecting on what has been said and examining the implications more deeply.

  The mentor also needs to spend time ahead of the meeting, considering "how can I help?" "how have I helped?". And after the meeting, "how did I help?"

- *Process management:* Effective mentors have the style flexibility to adapt to a variety of mentee needs. They also have sufficient of a store of techniques and generic questions to vary their responses as needed. They also demonstrate an awareness of how the relationship evolves – when to encourage the mentee to engage in the process, when to review progress and when to gradually disengage from the formal relationship, empowering the mentee to become self-sufficient.

Effective mentees have sufficient understanding of the mentoring process to contribute to it – helping the mentor help them. This proactive behaviour equips them in turn with the skills and confidence to become mentors themselves, in due course.

There are some competencies, which may be needed by the mentor or mentee only – for example, the mentor needs to have a sense of the big picture and to be able to draw on a deeper or wider range of experience ("been there, seen it, done it"), without imposing this knowledge upon the mentee. However, the majority of the competencies, as we have seen, are mutual in nature.

What happens, if one of the parties lacks some of these skills? In some mentoring environments – for example, programmes aimed at teenagers at risk – the mentees have few, if any of the competencies. In these cases, a range of additional support services may be needed to help the mentees make good use of the mentoring opportunity.

Where the mentor lacks key skills, it may prevent the relationship getting off the ground, or reduce the range of benefits the mentee, the mentor and the organisation achieve. Hence the importance of relationship review – discussion between mentor and mentee about how the relationship is working – in defining areas, for skills improvement. Many mentoring pairs say that the fact that they have to complete questionnaires about relationship expectations, behaviours and outcomes stimulates them to discuss these issues. Unfortunately, only a minority of programmes insist that this review takes place.

Where the review process is supplemented by opportunities for mentors (and where possible, mentees) to share learning and practise new skills, the quality of the relationships and the programme as a whole tends to be high. Supervision by more experienced mentors also has a positive impact.For the mentor operating in a non-professional context, it isn't necessary to be super-competent in all the areas outlined above. It's normally sufficient to be "good enough" and to be committed to a gradual development of capabilities in the role. More is expected of the professional mentor – for example, a much higher level of knowledge of behaviour and/or psychology – but the same broad rules apply to them – nobody's perfect and the hallmark of a good mentor is their openness and ability to grow helping someone else grow.

David Clutterbuck June 2004 - Clutterbuck, D and Lane, G, The Situational Mentor, Gower, Aldershot, 2004

[ii] Engstrom, T, *Personality factors' impact on success in the mentor-protégé relationship.* MSc thesis at the Norwegian School of Hotel Management, 1997/8

Mentoring & Coaching
Unit 4
Your Story: an effective Mentoring Tool

Development Associates International

Version 1.3

EMPOWERING
KINGDOM LEADERS

Unit 4 - Your Story: an effective Mentoring Tool

Table of Contents Workbook:

Learning Objectives:

- Understand the value of storytelling in mentoring
- Learn how to plot and tell your own story

Mentoring Portfolio:

See Final Assignment box.
You will create your own story as a mentoring tool, to use in the future.

Introduction

Some people never engage in mentoring because they feel that they have nothing to contribute to the mentee's knowledge through skills and development.

This is not true. You have a life of practice, understanding, stories, successes and failures that will serve as a tremendous resource for your mentee. This is often more important than any head knowledge. What has God done in your life? What are the life lessons you have learned? When you were in a similar situation as your mentee, how did you go about making a decision? What were the consequences? What worked and what didn't?

The mentee will learn from your willingness to share your wisdom through experience.

Think about it?

Answer Box # 1

Before you question your ability as a mentor, consider the following questions:

1. What are 3 things that you have learned in life, that were only learned by experience?

2. How can you rephrase these learnings in a way so that you could share them with a mentee?

3. What is something that keeps you from engaging in a mentoring relationship?

4. Reflect back on the mentor that you identified in Unit Two. What is something that could have prevented them from pouring into you? Did it stop them from being effective?

5. How did Mama Mary use her life experience with Michael? (Read again what you answered in Answer box #7 and #8 in Unit 1)

God has revealed himself to us through the lives of his people in scripture. If their stories weren't told, then we would not understand God the way that we do. Sometimes we are able to see God more clearly in the lives of others, than we are in our own lives. It is important to not only be aware of our own story, but also be willing to share it with others; it is one way that God reveals himself to us. We often assume that we know about our own life, but have you thought it through enough to really share it with someone else? This unit will help you do just that.

Your story: an effective mentoring tool

The following is taken from "Passing it on" a mentoring manual by Dr. Stacy Rinehard from MentorLink International (http://mentorlink.gospelcom.net/) with permission from the author.

Think about it?

learning

Answer Box # 2

Paul's example: in each of the passages below, what is Paul's purpose for reflecting on his personal story or history? Write down any insights.

- Acts 9:1-31

- Galatians 1:11-2:13

- Acts 22:1-22; Acts 26:1-29

- Philippians 3

- II Corinthians 1:3-2:14; 7:5-7

Paul's Teaching: Read through **Ephesians 2:1-22** to see what He has revealed about His plan for each of us. See how God has made 'our story' part of His story.

> *God has saved you totally by His grace. Note the radical transformation of His saving working in our lives. Jot down some of the 'before and after' from this chapter:*

▪ This purpose of the Gospel is to bring glory to Him. (2:7). What does this mean?

▪ Your only contribution is faith alone; and even that is His gift to you (2:8, 9). Do you really believe this? Why or why not?

▪ In the Gospel, you are his 'workmanship' – literally His unique work of art or poem (2:10). Do you see yourself as God's artistic creation in which He delights? Why or why not?

▪ He has had a plan for your life from eternity past. You were created with specific good works in mind. (2:10) What is His calling in your life?

## Steps for the Life Mapping Exercise

Warm Up!

1. Take a sheet of paper and **draw out an overview of your life**. The horizontal axis is time (from left to right). The vertical axis is 'quality of life' or personal fulfillment (from bottom to top). Show the ups and downs of your life labeling the major swings (e.g. crises in life, when you got married, came to Christ, achieved a major goal).

2. **Share** with a 'spiritual buddy' the overview of your life commenting about the various highs and lows. You are free to be as transparent as you feel comfortable with being.
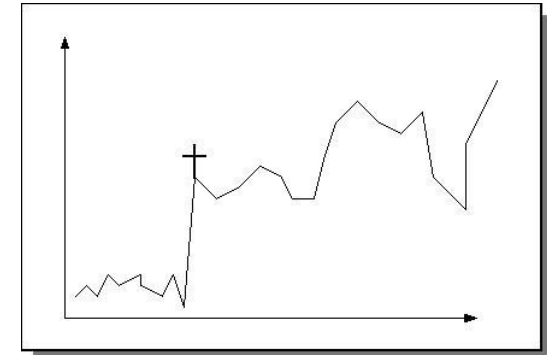
Brain Storm on Your History!

3. Take a pad of yellow post-it notes (or even some note-squares you create) and brainstorm on the people, places and events that have shaped your life (one per note). Jot down just a few words on each to capture the idea. Let the ideas flow. Don't worry about any particular order or sequence. Try to record as many as possible; especially those in your younger years. Here are some questions to prime the pump:

▪ *What might you share about yourself to a friendly stranger on a long plane ride?*

  ✓ People
  ✓ Places – i.e., geography

- ✓ Events
- ✓ Family
- ✓ Education
- ✓ Hobbies & Interests
- ✓ Accomplishments
- ✓ Salvation
- ✓ Jobs / Ministries

- *What would you share about yourself with a dear and trusted friend?*

  - ✓ Successes – what has delighted you the most in your life?
  - ✓ Failures – what has disappointed you the most in your life?
  - ✓ Likes & Dislikes
  - ✓ Joys
 - ✓ Sorrows – what have been your deepest hurt(s)?
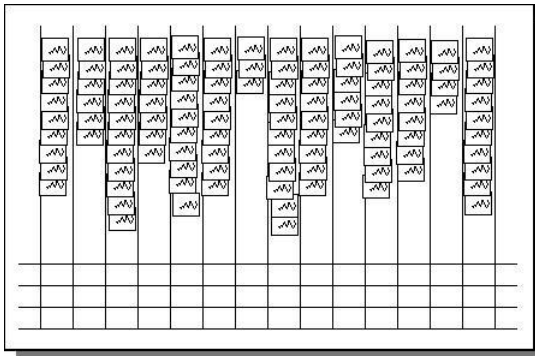
4. Arrange the notes in a logical sequence in the columns of the big sheet with the vertical columns and three rows going across the bottom. Most people arrange their notes in chronological order from left to right, but you do it in whatever order you chose. Continually add additional notes as other people, places and events come to mind.

Look for Clues as to God's Calling in your Life!

5. Look back over your emerging timeline for patterns. Ask God to reveal to you those 'Sovereign Foundations' that He was establishing in your life, even before you came to know Him.

- What patterns do you see in the personal inclinations, pivotal decisions, unique opportunities and transforming experiences of your history?

- What was God uniquely preparing you for; even in painful experiences? Remember, God doesn't waste experiences in our lives. In short, what has God 'called' you to in your life?
Look for the 'Lie-abilities' in your Life that Hinder God's Calling!

6. Use a pad of different colored post-it notes (or use a highlighter to do so) to **highlight the painful people, places and events**. Transfer the words on the painful yellow note to one that is of a different color and put the latter on top. This causes the painful notes to stick out from the rest.
Again, add additional notes of the appropriate color as you recall other people, places and events.
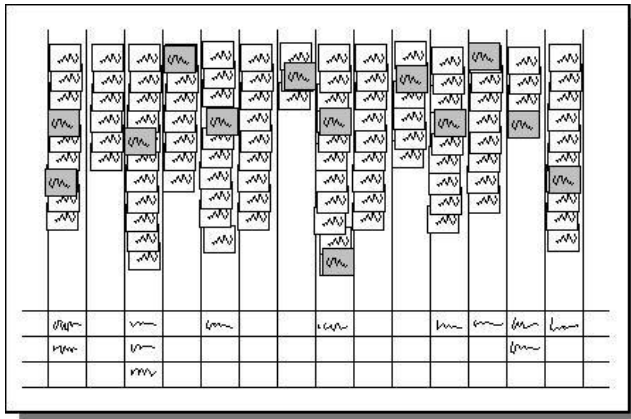
7. **Reflect on each column of notes** in turn. Pay attention especially to the colored painful notes. What one, two or three (or more) **core values** were forged during that portion of your life? Write these down in the three spaces at the bottom of each column.

Pay special attention to the values forged in the crucible of the painful events? When painful things happen, it is very human to believe a lie ("It must have been my fault that my childhood abuser did that to me.") or to make a 'vow' ("That hurt so much, I will never allow that to happen again!"). These vows, or lies, become unconscious but powerful guides to our behavior; hence they become our core values; our 'lie-abilities.'

8. Prayerfully **pick one of these core values** that is the most harmful to your relationships (with God, family, friends and others). Process this lie-ability utilizing the chart on the next page.

9. Before God decide whether or not you are ready to **face this issue** and repent of it.
NOTE: See James 4:6-10 for a description of Biblical repentance.

10. If you have a **mentor or other trusted friend**, share what you have learned from this exercise and enlist his help in this growth commitment.

> ***NOTE: For this discussion:***
>
> - ***Beliefs*** *are* <u>*taught*</u>*,*
>
> - ***Convictions*** *are* <u>*caught*</u> *(from people), but*
>
> - ***Core values*** *are* <u>*bought*</u> *in suffering, especially at early ages.*
>
> *Hence, believers can be living lives that violate their sincerely held beliefs and convictions because they have never confronted and disarmed the power of their personal 'lie-abilities.*

My 'Lie-ability' Reflection Chart:

Foolish Core Value –My 'Lie-ability'	As a victim, those I need to forgive for damage done to me:	What sinful 'flesh patterns' developed & how they hurts others?	As a victimizer, those from whom I need to seek forgiveness:

The Biblical Truths of the Gospel that can displace the 'lie-ability' above:	*What will real repentance look and feel like?*

Time to Reflect

Time Line: Think through the results of the Life Mapping exercise we did in the group. Continue to work on constructing your personal timeline. Remember that there are two aspects of time that we want to work on.

- 'Chronos' is chronological time; the sequence of people, places and events that make up your time line. Chronos is like the skeletal structure of your story or the string that holds the pearls of a beautiful necklace. Chronos is important. We are to number our days and not take them for granted.

- Yet, as image-bearers who know Christ, there is the more important element of 'Kairos' as significant or meaningful time. This is moving beyond merely, 'What happened?' (chronos) to 'The Happening' (kairos). Because we are relational beings (with ourselves, God and others), chronos is regularly punctuated with Kairos. Events happen that mark us and change us. These are "kairos" moments.

Ponder: A seemingly insignificant event can become drenched with rich significance. Obvious examples of how relationship gives meaning to events might include the moment you first realized you loved your mate; the days, months or split second when faith in Christ took root in your heart; the legacy event rooted in a teachable moment with a child, parent, mentor or mentee; that fleeting window of opportunity that was either boldly captured or blindly missed.

In crafting, telling and retelling our stories, it is the kairos we want to consider and convey, not mere travelogue. It is in the beauty of the form that fleshes out the skeleton and in the splendor of the pearls on the string that God can be glorified and people built up.

As you look at your time line, prayerfully take notes on these 'kairos' moments by thinking through the following questions:

- What marks of God's sovereign calling on my life show up in my timeline?
- What unique qualities, interests and passions has God built into my life?
- What shaping experiences, both positive and painful, has He allowed?
- What clues do I get regarding the 'good works' that He has prepared for me (Eph. 2:10)?
- What are the areas of pain and brokenness He wants me to acknowledge?
- How have these hurt my important relationships in the past?
- Have I come to know God better because of them? How?
- Bottom line, what key lessons am I learning in living out my timeline?

Outline Your Story: Begin to work on your story.

- Read the article, '<u>Guidelines for Telling Your Story</u>' in the reading section.
- Do a first draft outline of your story

Assignment

Final Assignment

1. WRITTEN ASSIGNMENT TO BE HANDED IN TO YOUR COURSE FACILITATOR

Send your first draft of your story to your professor.

2. PERSONAL ACTION ITEM

Reflecting on the themes that you see surface in your timeline, what is something that you can share, from your life, with a mentee, that God has taught you?

Think of specific ways that you could share these with another person, and do it this week!

3. MENTORING JOURNAL

After getting your story back from your professor, make final changes, and put a final draft in your mentoring journal. Anytime that you find yourself in a mentoring relationship, update your story, and be sure to share it with your mentee.

Readings

Guidelines for Telling Your Story   By Myles Lorenzen

I. *Why Prepare and Tell your Story?*

1. ***There is power in story.***
   - Story has long been the primary conveyor of history and shaper of values in every culture of the world.

   - The Bible is full of stories – note the historical books in both Testaments.

   - Jesus was a master story teller. Who can ever forget the impact of the story of the 'Good Samaritan' or the 'Prodigal Son?'

   - We remember a speaker's stories long after we've forgotten his/her logical points.

   - Stories engage the heart, the emotions and imagination as well as the mind. For most people, didactic materials usually only engages the latter.

   - A good story, well told, worms its way into the soul and, under the Holy Spirit's influence, can reap a harvest of spiritual impact on lives.

   - History is HIS STORY. Truly the greatest Story ever told is the story of God's invasion of human history in the person of Jesus of Nazareth. The telling of this grand story, in the form of the *Jesus Film,* has been viewed by over 5 billion people worldwide. It has been translated into 777 languages and shown in 236 countries. Remember this is the Gospel in STORY form, not some preacher expounding on it.

   - Your testimony (story) of how God is working in your life is a winsome and irrefutable proclamation of the power of the Gospel.

2. ***Preparing and sharing your story helps you grow.***

   - It leads to worship: Preparing your story causes you to reflect on how God has graciously been at work in your life and offer Him the praise He deserves. This preparation should be an ongoing process since our story is always developing.

   - It gives hope: As we see the goodness of God in His dealings with us, it encourages us to realize that He isn't finished with us yet. We can grow and change. We, by His grace, can become the people He wants us to be.

   - It clarifies vision and calling: God was laying sovereign foundations in our lives even before we knew Him personally. Ephesians 2:10 says that we are 'His workmanship - His poem or work of art.' He has a plan for our lives; a unique calling that He wants us to fulfill. Reflecting prayerfully on our lives helps us to discern His golden threads in the tapestry of our unique designs.

- It can bring brokenness and true repentance: Facing our deepest hurts and disappointments in life can lead to the 'poverty of spirit' that is the foundation of all true change. We can face our pains; forgive those who have hurt us; forgive God for having allowed it to happen; and repent of our self-centered attempts to use this pain as an excuse to not love God and others well.

3. **Sharing your story can glorify God and help others grow.**

- It honors God: Sharing your story out of humble transparency gives God the credit He richly deserves. Your testimony to His grace will draw others to Him.
- It builds true community: Sharing your story in such a way that you are open and honest about your own weaknesses and God's great goodness:
  - ✓ Helps people to get to know the 'real you' beneath your public persona. It will help them to appreciate what you can contribute to their lives and to have more realistic expectations of your weakness and what they can offer you.
  - ✓ Provides a safe place for other believers that will encourage them to be honest about their struggles. Barriers and masks will tend to come down. The myth of the 'ideal Christian' will melt away over time.
  - ✓ Far from turning others away from you, it will draw most people to you, even unbelievers. It defuses competition and builds a spirit of cooperation. Real intimacy and trust can begin to develop.
  - ✓ Points others to Christ as the source of true forgiveness, freedom and the power to grow. It will encourage everyone to begin facing and repenting of their personal idolatries and to learn to live in the power of the Gospel.
  - ✓ Builds credibility for you to become a 'peacemaker' in arenas of interpersonal conflict. Over time, others sense that you have few hidden agendas other than to see Christ honored and His Kingdom extended.

II. *Some Practical Suggestions for Telling your Story with Impact:*

1. **Think of a 'pearl necklace' analogy as you outline your story:**

- The basic chronology of your story is like the string of the necklace; it is essential to tie things together but it isn't the heart of the matter. It is easy to fall into excessive detail about the chronology and you don't ever get around to the pearls.
- The pearls of the necklace are those 'kairos' or momentous times; important times when core lessons were learned; when you encountered God afresh; painful experiences when crucial vows or key decisions were made. These are those parts of your story that really shed insight as to who you really are; the calling that God has for your life and the barriers to faith that you must trust God to overcome if you are to fulfill His calling in your life. In a limited amount of time, one cannot be exhaustive in sharing all of your pearls.

2. The **time constraints and the purpose of your sharing** will help guide you as to select what to share. A four-minute testimony to an unbelieving friend, for example would be shaped much differently than a 40-minute history giving you share with your small group of believers.

3. *In sharing in a group, we are doing this in Grace so we don't compare:*
   - There is no right or wrong way to tell your story.
   - We want you to have total freedom to be only as transparent and vulnerable as you feel comfortable being. If at this point in your pilgrimage, you only feel comfortable sharing travelogue and chronology, that's great. No one will think less of you. For example, I, Myles, share things in my story today that I would never have felt comfortable sharing 16 years ago when I first began.
   - At the same time, do let me challenge you to step a little out of your comfort zone. As a step of faith, share something that might feel risky. You will be amazed at how God uses that to minister to others.

4. *Watch the clock:*

   - It is better to end with folks wishing you had shared longer than going too long and losing your impact.
   - As a rule of thumb, couples should 'get married' by the halfway mark in their allotted time. If you are sharing as a couple, you will most likely begin your sharing by taking turns telling your individual stories prior to your meeting and/or deciding to be married. It is easy to get long winded and end up with little time left over to share about your current life as a couple; as a family. So, if we are allotted 40 minutes, try to discipline yourselves to being married within the first 20 minutes

5. *Be creative, but be YOU:*

   - Be as creative as you would feel comfortable with. Some use timelines on posters. Others use creative flashbacks. Some have used drawings to illustrate or played a key song. Yet, don't let the creativity detract from the story.
   - Don't compare yourself to others. You have to be true to who you are. This is your story you are telling, not someone else's.

6. *Be realistic, story-telling is a skill that develops over time:*

   - Practice on anything generally improves both the process and the product. A person, who has been working on his story for over 16 years, will have many more key insights than when he first started. That's OK. The key is to begin and then to keep at it over the years. God will bless richly as you do.
   - Have fun preparing and telling your story. Don't worry about having it perfect or having to impress anyone else.

Mentoring & Coaching
Unit 5
Mentoring Skills

Development Associates International

Version 1.3

EMPOWERING
KINGDOM LEADERS

Unit 5 - Mentoring Skills

Table of Contents Workbook:

Learning Objectives:

- To expand mentoring skills through:
  - Empathetic Listening
  - Giving and Receiving Feedback

Mentoring Portfolio:

Develop your listening and feedback instrument - see final assignment box!

 lecturette

Introduction

I hope you were not overwhelmed in the last units by the multitude of roles you have to play as a mentor and the different skills you need to fulfill those roles best.

In this unit we would like to continue and concentrate on some of the universal skills that you will need in order to fulfill any of the previously mentioned roles:
- Listening
- Feedback

You have probably heard the saying that "we were born with two ears and two eyes and one mouth so that we could listen and observe twice as much as we talk".

However, it seems that this body analogy does not necessarily translate into our behavior. It is indeed a misconception that listening is a natural ability. Quite the contrary is true, because listening is hard work. Although we constantly listen to noise all day, active listening rarely happens.
Here is a list with a few more misconceptions about listening:

- Listening and hearing are synonymous
- Listening competency develops naturally
- Listening ability is largely dependent on intelligence
- Reading and Listening are the same process
- Listening is primarily a passive activity
- Effective communication is the responsibility of the speaker
- Listening means agreement or obedience

Can you think of any other misconceptions about listening??

PRACTICAL EXERCISE "THE CASH REGISTER"

Objective: To demonstrate most adults listen at about 25% level of efficiency.

Guidance: Someone in the group should read the following story out loud:

"A businessman had just turned off the lights in the store when a man appeared and demanded money. The owner opened a cash register. The contents of the cash register were scooped up, and the man sped away. A member of the police force was notified promptly."

Now answer the following questions if the statement is true or false:

Questions:

1. A man appeared after the owner had turned off his store lights.	T	F
2. The robber was a man.	T	F
3. The man did not demand money.	T	F
4. The man who opened the cash register was the owner.	T	F
5. The store owner scooped up the contents of the cash register and ran away.	T	F
6. Someone opened a cash register.	T	F
7. After the man who demanded the money scooped up the contents of the cash register, he ran away.	T	F
8. While the cash register contained money, the story does not state how much.	T	F
9. The robber demanded money of the owner.	T	F
10. The story concerns a series of events in which only three persons are referred to; the owner of the store, a man who demanded money, and a member of the police force.	T	F
11. The following events in the story are true; someone demanded money, a cash register was opened, its contents were scooped up, and a man dashed out of the store.	T	F

(Answer key on p. 101)

Think about it?

Answer Box # 1

1. You all heard the same story, yet few answered the questions correctly. Why?

2. Why didn't we listen? Is this typical? What can we do to sharpen our listening skills?

learning

Before we start any further with this unit: What is your personal listening profile?

On a scale from 1 to 10 (10 is the best) how would you rate the following persons as listener and what listening behavior can you recall that led to your rating?

Person	Rating	Listening Behavior
Your boss		
Your spouse		
Your best friend		
Your pastor		
Yourself		
Best Listener you know		
Worst Listener you know		

lecturette

Did you know that there is a considerable difference between speech speed and thought speed?

> "The average person speaks at about 135 to 175 words a minute, but can listen to 400 to 500 words a minute. So, the poor listener spends the difference in the two speeds (about 225 - 325 words per minute) on daydreams or on thoughts of what he is going to say next or in mentally arguing with the person speaking. It's like listening to two voices at the same time."[1]

We all have experienced this rush to action and while the other person is still speaking we are already forming answers in our mind. Often we think we know what the other person is going to say anyway and jump to conclusions and interrupt rather than hearing the person out.

One of the key skills of a mentor is exactly suppressing this urge to talk, advice and verbalize conclusions. Instead some suggest that the job of a mentor is 80% listening.

Think about it?

learning

Answer Box # 2

Why is it so difficult to listen?

Recall some situations in your work environment where you have difficulties to listen:

What are some of the impacts that resulted from ineffective listening?

Do you have some people at work where your mind frequently wanders of when they speak? Who are they and why does it happen?

Was Mama Mary in our case study an effective listener? Justify your answer!

---

[1] The Power of Listening by Dr. Tony Alessandra

Empathic Listening

Read the following case study and focus on Anita as the Listener[2] :

Tanya and Anita, who are in their twenties, meet for lunch one Friday after not having talked with each other for two months. Their conversation will be presented and then discussed.

"I saw Ben yesterday," Tanya says. "You remember Ben? I told you about him last time."

"Sure. You met him a month before our last lunch and found him attractive."

"That's right," Tanya says, eyes sparkling. "Since then I've learned that he's good for me. We've been seeing a lot of each other lately and getting close. I'm excited!"

As Tanya begins to pour out the details of her recent experiences with Ben, Anita says to herself, I was going to tell her about my super vacation plans but this relationship sounds really important to her. I'll wait and listen to her news first.

Five minutes later, Tanya concludes with her announcement "Last Tuesday he told me he loved me" followed by her exclamation "I couldn't believe it!"

After listening for the entire time without saying a word, Anita says "Wow!"

"I still can't believe it," Tanya says. "I didn't know what to say. I still don't know what to tell him."

"I don't understand," Anita says. "Did he expect you to say how you felt about him?"

"I didn't think so but I wanted to say something and yet I didn't want to," Tanya says. "I'm confused." Her face changes from pink to pale and she stops talking.

"It's hard for you to talk about this."

"I didn't think it would be so hard but I do want to tell you," Tanya says. "I, uh, I feel strongly about Ben." She struggles to speak but again stops, and her face turns paler.

After waiting ten seconds, Anita says "And what else?" She then resumes being quiet and waits for Tanya to regain her ability to speak.

Sixty more seconds pass and then Tanya's jaw tightens as she says, "I want to tell you how I really feel about him. He's a wonderful man and I'm, uh, I'm very fond of him." She pauses. "I'm more than fond of him. I, uh, I, uh, I love him. There, I finally said it. Whew!"

---

[2] Taken from http://www.touch-another-heart.com/ch2.htm, accessed 9/4/2008.

As she listens to Tanya open up emotionally, Anita develops a lump in her throat and a warm feeling in her chest. She gulps, pauses to collect her thoughts, and softly says, "It's hard for you to talk about your love for Ben."

"Definitely," Tanya says. "After Tuesday, I decided that the next time I saw him I would tell him how I felt about him. Well, the next time came and I still couldn't tell him. There must be something seriously wrong with me."

"You're saying that no matter how hard you try, you can't tell him you love him, and you feel awful about yourself because you can't."

"Right!" Tanya says. "I've been keeping it to myself and becoming terribly upset about it. I'm glad I told you because you didn't criticize me for not speaking up. Your understanding touches me." Her face relaxes and begins to regain its color.

With affection in her eyes and gentleness in her voice, Tanya says, "I feel better. Thanks for letting me talk."

"Glad to do it", Anita says. Her face brightens as she says "Now I want to tell you about a two-week vacation in Cape Cod I'm planning, which I can't wait to begin." Then she leans forward and delightedly describes her plans to Tanya, who, because of no longer being upset, is able to listen attentively.

Think about it?

| Answer Box # 3	Tanya felt really good about the conversation. Would you say Anita was a good listener or not? Why?

There is no question that Anita was a very active listener with empathy for her friend. She did not interrupt with her own stories nor did she criticize Tanya about her inability to express her true feelings to Ben. Anita concentrated on the message her friend had to say and requested clarification if she didn't understand it correctly. Many times she acknowledged Tanya's feelings and encouraged her even with moments of silence to continue talking. She sensed the non verbal clues in the conversation and in the end the relationship was certainly stronger than before.

It seems an empathic listener is somebody who really **CARES** about the other person.

Model of Empathic Listening (CARES)[3]

Figure 1.1

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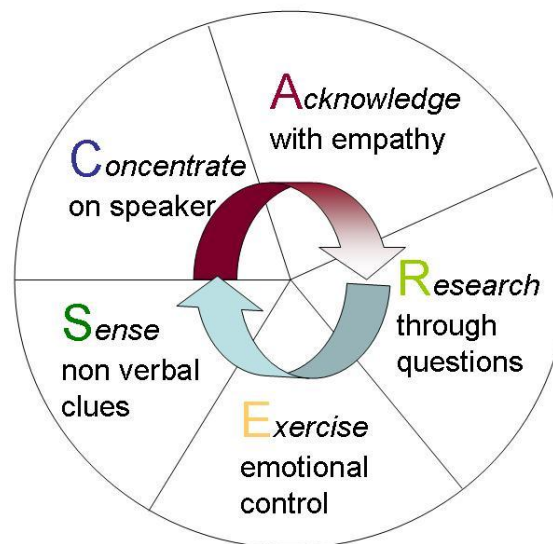
[3] Adapted from Dr. Tony Alessandra, www.alessandra.com

lecturette

Let us closer look at those 5 aspects of empathic listening:

Concentrate on the Speaker

We all have experienced situations when you talk to somebody and all you get are blank stares and irrelevant questions? You wonder, why on earth are you telling all this? It is obvious that the other person is not listening. Typically people listen with different degrees of concentration and sensitivity to the speaker. Certainly those listening categories overlap and the listener may move from one category to the other while listening.

Dr. Alessandra describes the categories as follows:

1. The Non-Listener:

Listeners on this level make no effort to concentrate or to hear what the other person is saying. Non-listeners are recognized by their blank stares and nervous mannerisms. Sometimes they fake attention while thinking about unrelated matters. They constantly interrupt and always have to have the last word. They are usually perceived as insensitive.

2. The Marginal Listener:

Marginal listeners hear the sounds and others' words, but not the meaning and intent. Marginal listeners are easily distracted by their own thoughts and outside distractions. They prefer to evade difficult presentations or discussions. When they do listen, they tend to listen only for the data instead of the main ideas. Marginal listening is truly hazardous. Because the listener is only superficially concentrating on what is being said, misunderstandings can result.

3. The Evaluative Listener:

These listeners use more concentration, give more attention to what is being said, and are actively trying to hear what the speaker is saying. But they are not making an effort to understand the speaker's intent. They tend to be logical listeners, more concerned about content than feelings. They remain emotionally detached from the conversation. They evaluate the message strictly on the basis of the words delivered, totally ignoring that part of the message that is carried in the speaker's vocal intonation, body language, and facial expressions. Evaluative listeners are good with semantics, facts, and statistics but poor in sensitivity, empathy and true understanding.

4. The Active Listener:

The most powerful level of listening, active listening is also the most demanding. It requires the deepest level of concentration, attention and processing effort—mental as well as emotional. Active listeners avoid personal feelings and making judgments about a speaker's message, and focus instead on understanding the point of view. Their attention is concentrated on the thoughts and

Figure 1.2. Listening Categories
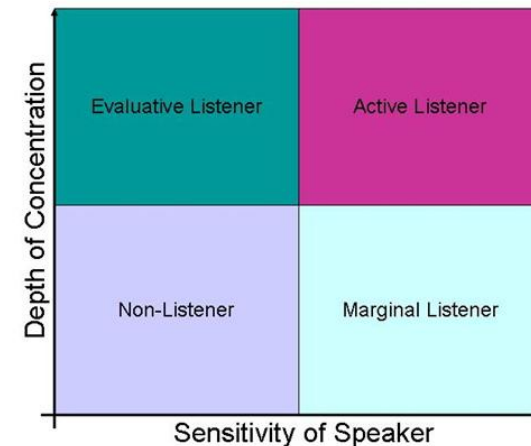
feelings of the other person as well as the spoken word. Active listening also requires listeners to send verbal and nonverbal feedback to the speaker indicating that what is being said is really being absorbed.

The question is, how can we become more active listeners? In short we have to increase our level of concentration and sensitivity. To increase our level of concentration we have to reduce any external distractions that include among others:

- Noise in the room (people talking, radio or TV playing…)
- Uncomfortable meeting room (too hot or cold, poor lights, uncomfortable chairs…)
- Visual distractions (people coming in the room etc)
- Physical distractions (phone calls…)
- Poor body language

To increase the sensitivity we have to reduce internal physical and psychological barriers:

Internal physical distractions can be:

- Wrong meeting time (close to lunch or another appointment…)
- Being tired or not feeling well (rather reschedule meeting than just wanting to get over it)

Internal psychological barriers may include:

- Prejudice
- Daydreaming or internal arguing with the speaker's point of view
- Personal beliefs and values that are contrary to the speaker's argument
- Past experience with the speaker

Think about it?

Answer Box # 4

What could you do to create an active listening environment?

What techniques help you to concentrate on the speaker and prevent your mind from wandering?

🔆 learning

Acknowledge with Empathy

Think about it?

Think about a person with whom you really enjoy talking, where you feel completely comfortable talking about almost everything. Why do you enjoy conversations with this person so much?

You probably found many good answers to the above questions like the stimulating comments and insights this person provides or the non-judgmental attitude and genuine interest that persons shows in what you are saying.

But how do you know that this person is really interested in you? It is probably through frequent signs of acknowledgement that the listener gives to you either verbally or non-verbally.

Lawrence J. Bookbinder dedicated a whole website to the concept of 'Empathic Acknowledging" - you may want to check it out at: http://www.touch-another-heart.com/index.htm.

input

He describes the following story to demonstrate what acknowledging with empathy is all about:

"I was walking to the exit of a four-story parking building next to a five-story medical clinic. The day was Friday, the time was 2:25 pm, and the building was crammed with cars. A man who appeared to be 75-years-old walked in. As he neared me, he stopped, turned towards me and said: "Are they giving something away today? I've never seen it so crowded."

He appeared unable to believe that the building was filled to capacity.

"I'll bet it's because many people don't work on Fridays, so it's convenient for them to schedule their appointments on Fridays," I said.

My response did not acknowledge either his perception of the building as crowded or his astonishment that it was crowded. **I had given him an explanation, not an acknowledgement.**

"It's not because it's Friday. I usually come here on Fridays and it's never been this crowded," he said.

"It is very crowded today, and I don't know why," I said.

Finally I had acknowledged his perception that the building was crowded! He probably would have been more satisfied **if I had also acknowledged his feeling** by adding, for example: "You're astonished that it's so crowded."

Discussion: I tried to acknowledge the astonished man's statement because of my interest in this activity. Otherwise, I would have responded by saying something such as "That's interesting" or "I hadn't noticed" and continued walking to the exit. I am not advocating that you spend your valuable time acknowledging the statements of every person you meet.

One reason for my mediocre job of acknowledging was my preoccupation with arriving for my appointment on time. Another reason is that I, an empathy, listening skills, and acknowledgments expert, continually work on improving my skills, similar to a violinist with a major symphony orchestra practicing several times a week even after the end of the concert season.

I did not know why the man was astonished about the parking building being filled. What did matter was that he was astonished, and felt impelled to share his astonishment with another person, me in this case, and have me acknowledge it.

If I had continued talking with him, I believe that my use of empathy, listening skills, and acknowledgments would have increased my potential for establishing a good relationship with him.

Empathic acknowledging is an integration of listening, empathizing and acknowledging. For example, I listened to the astonished man and empathized with his perception that the garage was full (but, unfortunately, did not empathize with his astonishment). I acknowledged him by spending my time empathically listening to his statement and acknowledged his statement by stating my understanding of it."[4]

It is no question that through verbal or non verbal acknowledgement you build trust and increase the speaker's level of comfort. It clearly communicates that you are listening, you understand the essence of what is being said, you make every effort to understand the feelings of the speaker and you are interested in him/her and what is said.

Sometimes all that is needed to demonstrate such a level of empathy are comments like: "I see...." or "Then what?" or "Wow.." all this shows the speaker that you are alert and that you really care.

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[4] Taken from http://www.touch-another-heart.com/ch1.htm accessed 9/4/2008.

Think about it?

learning

When you share an important idea, event in your life or personal feelings, what form of acknowledgement gives you the feeling you are really understood?

Research through questions

One of the most important and efficient ways to make sure that you have really understood the essence of the conversation is by asking questions. Research in this context is the art of asking questions. Good questions enable you to clarify what you have heard and get more in depth information on a certain issue.

If you do not ask appropriate questions you may be in danger of creating and 'information imbalance' which makes the speaker uncomfortable. Such an information imbalance easily can occur when one person does all the talking and sharing and the other person only listens. Eventually the speaker may be concerned that the listener knows a lot about the speaker and his/ her opinion on certain issues but knows almost nothing on the stand of the listener.

Using broad and open questions shows your interest in the person's situation and encourage and increase the dialogue. Using the so-called "funnel technique" is a good place to start. The funnel technique uses broad general questions to start with, very open ended and as you move down the funnel questions become more specific and are used to fill in the details.

Some helpful guidelines for asking questions:

- As only one question at a time

If you ask a two or multiple part question - people tend to answer the part of the question they fell most comfortable with.

- Follow through on a topic to its conclusion

Don't ask unrelated questions or allow yourself to wander off the topic. Any questions that starts with "By the way…" is probably side tracking the conversations

- Ask questions in a non-threatening way

Questions like "Why did you do this…" or "How could you…" or "Did you really believe that…" tend to put the other person in a defensive corner.

- Turn statements in a question

Statements have the tendency to end an open dialogue. In the answer box below you have a chance to practice rephrasing your statements into questions[5]

Think about it?

<div style="writing-mode: vertical">Answer Box # 7</div>

Turn the following statements into questions:

Statement	Rephrased as a question
That is unethical	How do you see this matching up with God's word? Are you sure you are comfortable with that?
That is a stupid idea	Do you have an example where that's worked in the past? What might be some way to improve on that idea?
This is not a biblical reality.	
That schedule is unrealistic.	
Your interpersonal skills are weak.	
The quality of your performance is poor.	

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[5] From Robert Logan & Neil Cole, Raising Leaders for the Harvest (resource notebook and CDs).

One important tip on formulating open-ended questions is to make sure they're as neutral as possible. Here are three examples of open-ended questions on the same topic. Which one would you describe as the most neutral?

1. "What have you been doing to improve the morale in your department?"
2. "Why do you suppose morale has been so bad in your department lately?"
3. "Tell me what's been going on lately in terms of morale in your department."

The third question is the most neutral, because it's the one in which the questioner reveals the least amount of bias. The first one — "What have you been doing to improve morale?"—implies something is amiss and may put the speaker on the defensive. Of course, if you've already determined that "improvement" is what you're talking about, then it can be a perfectly fine question.

To test your understanding of what is being said, it is recommended that you use one of the following methods:

a. **Parroting.** Repeating verbatim what you heard.

b. **Paraphrasing.** Reflecting back to the speaker what you heard in your own words.

c. Clarifying. Checking with the speaker to confirm what you think you heard or to check out what you do not understand.

You could use such phrases as:

"I get the impression that you feel…"
"I sense that…"
"It sounds like you…."
"In other words…."
"What I am hearing is…."

Exercise emotional control

We all have values and beliefs that are dear to our heart. What happens in a mentoring relationship when someone expresses an opposing belief that conflict with my own? Usually that causes some strong emotional reactions which in turn negatively effect my ability to listen.

Tony Alessandro proposes a formula for emotional control that is worth reflecting upon:[6]

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[6] Tony Alessandra, Power of Listening

Less experienced listeners tend to focus on the mechanics, the style and the delivery of a speaker's message rather than grasping the overall message, the true substance of what is being said. If we are going to be truly active listeners, we must learn to exercise emotional control so we don't block or bias the true meaning of the speaker's message. (Sometimes, just one word can catch us.) To help you exercise that emotional control, here's a very simple formula to keep in mind:

EEC = R1 + R2 + R3
(Exercising Emotional Control = Recognize + Redirect + Resolve)

R1: Recognize

First you must recognize—and admit—that a strong emotional reaction is brewing. How can you recognize an emotional reaction developing? One or more of the following may occur:
- An increased heartbeat or respiration
- An irresistible desire to interrupt
- Feelings of anger and frustration
- Facial flush
- A sharp, sudden increase in irritability
- Loss of your train of thought and/or an inability to follow the speaker's
Delivery

R2: Redirect

Any of these responses function like negative energy in the communication process. Once you recognize a strong emotional reaction brewing, you must redirect that negative energy. There are several techniques you can try; each may be appropriate in different situations:

1. Focus on what you and the speaker have in common rather than focusing on what is different.

   Break out of the "either-or," "black or white" mentality and look for bridges. Assume that you and the speaker have at least one thing in common—a goal, a characteristic or a concern—and build on that.

2. Imagine yourself calm and relaxed.

   Create a mental picture of a time in your past when you felt great, and see that picture in detail. When you find yourself in the position of overreacting to someone's message, simply visualize that positive experience. It will create an internal, calming effect in you.

3. Delay your over-reaction.

   Count to 10, or pause and take in a slow, deep breath. The deeper you make the breath, the more tension you will be able to release.

4. Be empathic.

> Listen with empathy. Concentrate on understanding and feeling what the other person is feeling. See the situation from their point of view. Demonstrate your understanding and validate the other person's feelings. If you can do so with sincerity, offer comments like, "I appreciate how you feel...," and "I understand your feelings..."

5. Evaluate all ideas expressed without regard to ownership.

> Focus on the content. Evaluate that content by itself rather than associating it with the person expressing it.

R3: Resolve

Once you have recognized your brewing emotional reaction and you have redirected that negative energy, you now try to resolve the situation and thus maintain emotional control.

1. Continue to acknowledge the other person and allow that person to vent—to "get it all off their chest."

2. Ask for some kind of advice.

> If you were a customer service representative, you might ask an unhappy customer, "What would you do if you were in my position?"

3. Look for at least one positive outcome.

> Look for one positive aspect of the interaction or the confrontation in this emotional situation and feed it back to the other person.

4. Conduct a debriefing with yourself.

> Once your conversation is over, and you are more relaxed, try to determine specifically what caused your emotional reaction. Not only will you learn more about yourself, but you are more likely to be able to exercise emotional control in similar, future circumstances.

Sense non verbal clues

Some researches claim that 90% of the meaning in a communication is transmitted via non-verbal channels. We may disagree with the percentage rate but undoubtedly the importance of non verbal communication is overwhelming.

Of course body language and vocal intonation are different from culture to culture. A Westerner may completely misinterpret the shaking of heads of an Indian audience as disagreement when in fact they mean quite the opposite.

Think about it?

Answer Box # 8

Examine some of the common gestures in your culture and their meaning:

Meaning	Common non verbal expression
Openness	
Defensiveness	
Evaluation	
Boredom or Impatience	
Self-Conflict	
Readiness	
Other	

Use the following 'Listening Problems Check List' to find your weak listening areas.

1. I have always thought of listening as an automatic process, not a learned behavior that I could improve.
2. When I find a topic uninteresting, I stop listening and begin thinking about something else.
3. I feel so strongly about some issues that it is hard for me to listen to speeches about them.
4. Certain words trigger extreme responses in me.
5. I am easily distracted by noises when someone is speaking.
6. I don't like to listen to speakers unless they are experts.
7. Some people are so objectionable that I don't want to listen to them.

8. I get sleepy when someone talks in a monotone.
9. I can be so dazzled by an impressive presentation that I don't really listen to what the speaker says.
10. I don't like to listen to speeches that violate my values.
11. When I disagree with a speaker, I spend my time thinking up counterarguments rather than really listening.
12. I know so much about some topics that I can't learn anything else from a speaker.
13. I believe the speaker is solely responsible for the effectiveness of communication.
14. I often have so much on my mind that I find it hard to listen to others.
15. I sometimes stop listening when the subject is difficult.
16. I can look as though I'm listening even when I'm not.
17. I listen only for the facts and ignore the rest of a message.
18. I try to write down everything a lecturer says.
19. I let a speaker's appearance determine how well I listen.
20. I often jump to conclusions and put words in a speaker's mouth.

Feedback - Giving and Receiving

The process of giving and receiving feedback effectively can be illustrated through a model called the Johari window (created by Joseph Luft and Harry Ingham).

JOHARI WINDOW MODEL
Adapted for mentoring

	Things Mentee knows about self	Things Mentee does not know about self
Things Mentor Knows about Mentee	**ARENA** **(A)** **Things mentee knows** **Things mentor knows**	**BLIND SPOT** **(B)** **Mentee does not know** **About self.** **Mentor knows**
Things Mentor does not know about Mentee	**FACADE** **(C)** **Mentee knows** **Mentor does not know.**	**UNKNOWN** **(D)** **Mentee does not know** **Mentor does not know**

Window 1 - **Arena.**

This window contains things the mentee know about him/ herself and others know. A window with a large arena is an "Ideal Window" in a mentoring situation or in any other relationship that is significant to a person. The arena is the area of public give-and-take, where your self-knowledge is matched by the knowledge of the mentor of the mentee. It is the area in which mutual interpersonal interchange occurs.

Window 2 - **Blind Spot.**

This window contains things I do not know about myself but the mentor knows. A person with a large blind spot may either be a poor listener or may respond to feedback in such a way that makes it difficult for the mentor to give feedback. This is the area for potential growth for the mentee as he/ she receives feedback from the mentor. Some of it will trigger "ah-ha" experiences as the mentee realizes something about him/ herself of which he/ she had not previously been aware.

Window 3 - **Facade.**

This window contains things the mentee knows about him/ herself, but the mentor does not know. A person with a large facade pane is characterized as the "interviewer" and may evoke reactions of irritation, distrust, and withholding. Hopefully as a mentoring relationship develops, the mentee will disclose much about him/ herself, thus reducing the size of the facade. Additionally, the more the mentee intentionally gives information about him/ herself to increase the size of the window the more the interpersonal relationship grows.

Window 4 - **Unknown.**

This window contains things that neither the mentor nor the mentee know about. A person with a large unknown pane may be the silent member or the "observer" in the relationship who neither gives nor asks for feedback. When the mentoring relationship gets closer, enabling feedback and self-disclosure, it is possible for insights occur to you even in this area.

We can draw the "blinds" on any window at any time in the mentoring relationship and either give more insight or block certain aspect out. Hence we can shift the size of those windows. An ideal mentoring relationship works on increasing the "ARENA" and reducing the others.

Think about it?

learning

Which window (A, B, C or D) is the easiest to receive and give feedback and which is the most difficult and why?

For feedback to be really effective and productive it should meet the following characteristics:

1. Feedback should be specific not general
2. Feedback should focus on behavior not on the person.
3. It is motivated by the needs for the person to improve not to criticize.
4. It is practical in nature so that the receiver can do something about a certain behavior.
5. It is solicited rather than imposed.
6. It involves the sharing of information rather than giving advice.
7. It is evaluative rather than judgmental.

The art of receiving feedback is as important as giving feedback. The following are some attitudes that will ensure that the mentoring relationship is growing:

1. Don't become defensive. Treat the feedback is information the mentor provides to help you understand yourself better and improve your skills.
2. Don't fall in the trap of treating the feedback as absolute truth.

3. The question is not "is it right or wrong" but "what can I learn from it?"
4. Ask for more information if something remains unclear to you.
5. When you are not in a position to handle the feedback let the mentor know about it. (Say for example to your mentor " I am so upset right now and cannot deal with the situation, can you safe this for later")

Go to the end of this Unit and read the excerpt from "Feedback that Works"

reading

Answer key:

1. A businessman turned off the lights. How do we know he is the owner?
2. A man demanded money. How do we know he was the robber?
3. A man demanded money.
4. The owner opened the cash register, but was the owner a man?
5. Who did scoop up the contents of the cash register? Is it possible the owner did?
6. Someone did open the cash register.
7. Who did scoop up the contents of the cash register?
8. What was in the cash register?
9. From whom did the man demand money from?
10. What about the businessman?
11. A man sped away. What man? From where?

Assignment

application

Final Assignment

1.   WRITTEN ASSIGNMENT TO BE HANDED IN TO YOUR COURSE FACILITATOR
Using the SBI model, outlined in your reading section, practice giving feedback with either your co workers or your family. (Before you actually give the feedback, write down the situation, behavior, and Impact on a piece of paper so that you can get in the habit of delivering it properly.) Write about your experience and how well this model worked.

2.   PERSONAL ACTION ITEM
Go back to the "Listening Problem Checklist" on page 23.

Circle the three to five weaknesses that hinder most your active listening and plan out some action steps to improve your listening skills

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3.   Develop your personal listening and feedback instrument that will help you to use those skills more effectively.
Be creative - such an instrument can be a simple list of does and don'ts. But there are many different approaches to do this, the goal is to improve your skill. What instrument helps you best to do this is up to you.

Reading

reading

*The following material is taken from "**Feedback that Works- How to build and deliver your message**" by Sloan R. Weitzel, published by the Center for Creative Leadership, 2002.   Used with permission.*

What Is Effective Feedback?

As a manager, you probably spend a good deal of time reviewing and measuring all kinds of information to understand the factors that affect your business. *What is my division's revenue versus expenses for the quarter and what is driving expenses up? What percentage of our quota has my division achieved year to date and what is left in the pipeline? What is our current production level and how can we increase capacity in the short term?* Determining specific quantifiable numbers and developing clear action plans to reach those numbers are integral components of a manager's job. Yet oftentimes the same managers who develop specific *what if* scenarios and examine business data with the intense rigor of a scientist use no such specifics or data when evaluating the company's most important capital: employee performance. Effective feedback requires that you use the same attention to detail that you employ when analyzing business information.

Creating and delivering a specific message based on observed performance is key to effective feedback. You may have told a fellow manager, a co-worker, or even your boss that he is a *good leader,* or that she *communicates well,* or that he *needs to be more strategic.* You may believe that such statements are helpful examples of feedback. But these statements only evaluate or interpret, they don't describe specific behavior so that a person can learn and develop by repeating or avoiding that behavior.

Effective feedback should enable the receiver to walk away understanding exactly what he or she did and what impact it had on you. When the result is this specific and this direct, there is a better chance that the person getting the feedback will be motivated to begin, continue, or stop behaviors that affect performance.

Think about statements you might have made to co-workers, bosses, or subordinates that concerned their performance. Then ask yourself: What did the person do that made you think he was a good leader? What did she say and how did she say it to make you think she communicates well? What did he do that made you conclude his thinking wasn't strategic enough?

In the pages that follow you'll learn how to answer questions like those as you develop your feedback skills. After you've read this guidebook, you will be able to:

• Give effective feedback to a boss, peer, or subordinate that accurately represents your thoughts without blame or judgment.

• Become more conscious of a person's actual behavior and the messages it sends.

• Increase your awareness of the emotional responses you have to the actions of others.

• Increase the likelihood that you will receive more effective feedback that you can use for your own development.

Ten Common Mistakes in Giving Feedback

During many CCL programs, we ask managers and executives: "How many of you give good, consistent feedback to the people you work with?" Usually only one or two people raise their hands. Why so few? The reasons are varied: It's hard to do; I am afraid I will say something I will regret; people get emotional when they hear things they don't like; it might jeopardize my work relationships. All of these concerns are valid, but they all stem from common mistakes that people make when giving feedback:

1. The feedback judges individuals, not actions. Probably the number one mistake people make in giving feedback is putting it in judgmental terms. If you say to someone "You were too abrasive," or "You need to be a better team player," you send a strong message about what you think is "right" or "wrong" and that you've judged this person as falling short of expectations. Judgmental feedback puts people on the defensive. By the time the words are out of your mouth, your feedback recipient is already thinking "Who do you think you are calling me abrasive?" The energy spent defending themselves from your attack defeats any chance of a useful conversation.

2. The feedback is too vague. The second most common mistake made in giving feedback is the use of generalized, cliché catch phrases like "You are a good leader," "You did a great job on the presentation," or "You have a lot of common sense." The person hearing these words may be happy to get the compliment, but they won't have any idea of what exactly they did to earn your praise. If you want to encourage someone to repeat productive behavior, you have to let them know what they did so they can keep doing it.

3. The feedback speaks for others. To say something like "Sheila said that you seem confused about your new assignment," or "People are telling me that they feel like you are micromanaging them," isn't effective feedback. At best the recipient will be perplexed by such statements and wonder where coworkers got such a notion or wonder just who is talking behind closed doors. At worst he or she may be embarrassed that such a comment came through you, a third party, and resent coworkers for making it in the first place. The person receiving the feedback is likely to become defensive and unable to hear your feedback.

4. Negative feedback gets sandwiched between positive messages. If you have to give negative feedback, it's tempting to first say something positive, then deliver a negative statement, then soothe the situation with another positive message (a good-bad-good sandwich). Your intentions may be good, but you're mistaken if you think people hearing this kind of feedback get the right message. Instead, the recipient will soon figure out what you're doing, filter out the two positive ends, and focus on the negative message in the middle.

5. The feedback is exaggerated with generalities. Another key mistake is using language like "always" or "never." Hearing these words, people naturally get defensive as they can remember plenty of times when they did not do what you claim they did.

6. The feedback psychoanalyzes the motives behind behavior. Telling someone that you know they are behaving a certain way because of an impending divorce, jealousy over a co-worker's advancement, or burnout is ineffective because what you think you know about someone's intents and motives is probably dead wrong. Feedback that goes to motive is likely to cause resentment on the part of the recipient.

7. The feedback goes on too long. Oftentimes when people give other people feedback, they don't know when to stop. They give advice, describe personal experiences, and try to solve the other person's problem. People receiving feedback need time to digest and assimilate the information they have just received.

8. The feedback contains an implied threat. Telling someone her job is in jeopardy ("Do you want to be successful in this organization?") doesn't reinforce good behavior or illustrate bad behavior. It only creates animosity.

9. The feedback uses inappropriate humor. If giving feedback is uncomfortable to you, or if you sometimes speak before thinking, you might use sarcasm as a substitute for feedback. But saying "good afternoon" to a colleague who is ten minutes late for a morning meeting doesn't tell that person how that behavior affected you or provide reasons to change that behavior.

10. The feedback is a question, not a statement. Phrasing feedback as a question ("Do you think you can pay closer attention during our next meeting?") is too indirect to be effective. It may also be interpreted as sarcastic, to which the recipient may respond defensively, or rhetorical, to which the recipient may respond with indifference.

Developing Effective Feedback Skills

You can avoid common feedback mistakes by learning how to communicate important information about performance to subordinates, peers, or superiors in a way that helps them hear what you are saying and helps them identify ways in which they can improve.

During the course of giving feedback to tens of thousands of people over many years, CCL has developed a feedback technique we call **SBI**, shorthand for **Situation-Behavior-Impact**. Using this technique, which CCL teaches to thousands of managers every year, you can deliver feedback that replaces personal attack, incorrect judgments, vague statements, and third-party slights with direct and objective comments on a person's actions. Hearing this kind of feedback, the recipient can more easily see what actions he or she can take to continue and improve performance or to change behavior that is ineffective or even an obstacle to performance.

The SBI technique is effective because it's simple. When giving feedback you describe the situation, you describe the behavior you observed, and you explain the impact that the behavior had on you. Simple, direct, and effective—if you learn the three steps and practice them regularly. In the following pages, we will show you how to use each component of the SBI approach.

Capture the Situation

The first step in giving effective feedback is to capture and clarify the specific situation in which the behavior occurred. If you say "On Tuesday, in the break room with Carol and Fred," rather than "A couple days ago at the office with some people," you avoid the vague comments and exaggerations that torpedo so many feedback opportunities. Describing the location and time of a behavior creates context for your feedback recipients, helping them remember clearly their thinking and behavior at the time.

Remember, capturing the situation is only the start of your feedback session. Here are a few examples of how you might successfully describe a situation when giving feedback:

- "Yesterday morning, while we were inspecting the plant. . ."
- "Last Monday, after lunch, while we were walking with Cindy to the meeting . . ."
- "Today, first thing this morning, when you and I were talking at the coffee machine . . ."
- "This past Friday night, at the cocktail party for the new marketing manager, when Karl was explaining his new job description . . ."

Specificity is important when recalling a situation. The more specifics and details you can use in bringing the situation to mind, the clearer your message will be.

Describe the Behavior

Describing behavior is the second step to giving effective feedback. It's also the most crucial step and the one most often omitted—probably because behavior can be difficult to identify and describe. The most common mistake in giving feedback happens when judgments are communicated using adjectives that describe a person but not a person's actions. That kind of feedback is ineffective because it doesn't give the receiver information about what behavior to stop or to continue in order to improve performance. Consider the phrases below:

- He was rude during the meeting.
- She was engaged during the small-group discussion.
- She seemed bored at her team's presentation.
- He seemed pleased with the report his employees presented.

These phrases describe an observer's *impression* or *interpretation* of a behavior. Now look at the following list of actions an observer might witness that would lead to those impressions and interpretations.

- He spoke at the same time another person was speaking. *(Rude)*
- She leaned forward in her chair, wrote notes after other people spoke, and then said her thoughts to the group, repeating some of the things that other people said. *(Engaged)*
- She yawned, rolled her eyes, and looked out the window. *(Bored)*
- He smiled and nodded his head. *(Pleased)*

The phrases in this list use verbs to describe a person's actions. The focus is on the actual behavior, not on a judgment as to what the behavior might mean. If you remember to use verbs when describing behavior, you avoid the mistake of judging behavior. By focusing on the action, not the impression, you can communicate clear facts that a person can understand and act on.

In order to become more adept at identifying behavior and, in turn, be better able to effectively communicate what you have seen to the feedback recipient, you have to capture not only *what* people do but *how* they do it. The new CEO who stands before her

company and says "I'm excited to be your new president" will appear insincere if she has no expression on her face, speaks in a flat voice, and uses no hand gestures. So when giving people feedback using SBI, it is not only important to capture *what* is said or done but *how* it is said and done. You can capture the *how* by paying attention to three things: body language, tone of voice and speaking manner, and word choice.

Difficult Behaviors

To understand how difficult identifying behaviors can be, look over the following list. Put a check next to the phrases that describe behaviors:

_____Overconfident
_____Very aggressive
_____Needs to be less tactical and more strategic
_____Arrogant
_____Analytical and extremely logical in her approach
_____Good team player who cares about the people in his department
_____Extremely productive
_____Excellent all-around manager
_____Decisive

If you didn't check any, then you're right on track. None of the phrases in the list describes **a** behavior. Behaviors are **actions that people take. In contrast, the above list includes** *adjectives* that describe the person—not the person's actions.

Body language is nonverbal communication and can include facial expressions, eye movement, body posture, and hand gestures. For example:

> *Jim was becoming increasingly irritated with Alice during their meeting. Alice frequently shook her foot, shifted in her seat numerous times, tapped her pen on the table repeatedly, and nodded her head at people as they passed by her cubicle while he was talking.*

Although Alice never spoke, she sent loud and clear messages through her body language. Jim can begin to give Alice effective feedback by saying something like the following:

> *"Alice, during our meeting yesterday in your cubicle I noticed that you looked at your watch several times during a fifteen-minute period. You tapped your pencil loudly on the table and shifted from side to side in your seat. You also nodded your head at people as they passed by your cubicle while I was speaking."*

Jim has communicated the *situation* and many clear instances of *behavior* to Alice. His approach will help Alice understand the *impact* of her behavior (the final step of giving effective feedback).

Tone of voice and speaking manner relates to the pitch of a person's voice, the speed and volume at which the person speaks, and the pauses used when speaking. (Broadcasters, especially

sportscasters and news anchors, are masters of this.) Voice mannerisms can be hard to notice and describe for the purpose of giving effective feedback, but can be useful behavioral cues. For example:

> _Jason is introducing a new product idea to a group of his peers. During his presentation he pauses on at least six different occasions, halting in mid sentence. After these pauses, his voice slows down considerably. He speaks in a low monotone. When people ask him questions, he suddenly speaks very fast. He ends his talk saying "Thank you, thank you very much" in a tone that is louder than he has used throughout the whole speech._

Some of the impressions that Jason might have created for you may include _uncertain, nervous, hesitant, not a good presenter._ But to say just that to him doesn't help him develop. Effective feedback would include a description of Jason's speaking manner. You would talk about _how_ he presented the material—the pauses, the tone and volume of his voice—as well as his body language:

> _"Jason, during your presentation yesterday you stopped several times and spoke so low that it was difficult for me to hear you. Then, toward the end of your presentation, when people asked questions, you spoke faster and your voice got louder. The way you presented made me feel like you weren't well prepared or that you didn't care much about your presentation, and the way you spoke faster at the end made me feel like you were in a rush to get out of the room."_

A person's _choice of words_ often can be the least important component of behavior. Nevertheless, capturing the specific language a person uses during a specific situation can help you give

effective feedback.

> _During a face-to-face team meeting with a small development group, Bob loses his temper when he learns that Fred will miss a deadline. Bob calls Fred a loser in front of the entire group. When the meeting breaks up, the team members quietly file out without speaking to one another._

If the content of a person's message has an impact on you and you want to give effective feedback, write down the speaker's words so you can remember exactly what was said:

> _"Bob, during the team meeting this morning you called Fred a 'loser' in front of the whole group. I was really uncomfortable that you singled out one person and used that kind of insult. After hearing that, I felt that we weren't a team at all."_

Points of Delivery
• When you approach someone to offer feedback, use a phrase such as "May I share an observation with you?" This open approach, in which you ask permission, can ease anxiety and sets the scene for a conversation, not a confrontation.

• To create more openness around the notion of feedback, ask for permission to give feedback, say something positive, ask if the person understands what behavior you're talking about, then stop talking and walk away. This positive approach can ease the fear many people have when they hear the word "feedback."

• Acknowledge the uneasiness or discomfort you may feel when giving a person feedback. Say something like "As I'm telling you this, I'm aware of how uncomfortable I am." A simple acknowledgment honors your experience and can minimize the perceived threat of the feedback experience from the receiver's perspective.

Deliver the Impact
The final step in giving effective feedback is to relay the *impact* that the other person's behavior had on you. The impact you want to communicate is not how you think a person's behavior might affect the organization, co-workers, a program, clients, a product, or any other third party. The impact you want to focus on and communicate is *your* reaction to a behavior. There are two directions you can take when sharing the impact of a person's behavior.

1. You can evaluate or make a judgment about the person's behavior: *"I thought you showed interest when you asked for the group's opinions."* This tactic is the most common, but it is also the less effective of the two because the person getting the feedback can argue with your interpretation of the behavior.

2. You can acknowledge the emotional effect the person's behavior had on you. *"When you told me in the meeting that my concerns about product deadlines were 'overblown,' I felt belittled."* This approach can be more effective than the first because it truly is your reaction to someone's behavior, a reaction that only you experience. The person hearing your feedback can't easily dismiss your personal experience, and so is more likely to hear what you've said.

By communicating the personal impact a behavior has had on you, you are sharing a point of view and asking the other person to view that behavior from your perspective. That kind of sharing helps to build trust, which in turn can lead to even more effective feedback as communication is improved. If you have difficulty finding the right word to describe the impact a behavior has had on you, take a look at our list on page 113 for help.

To develop your effectiveness in carrying out the impact stage of giving feedback, practice putting your feedback in the form of *"When you did (behavior), I felt (impact)"* or *"When you said (behavior), I was (impact)."*

Here are some examples of how you might use this form when giving feedback. (The examples illustrate the entire SBI form, with the impact statement underlined.)

<u>Peer feedback</u>. *Sophie, this morning in the hallway you asked for my opinion about decisions to launch our new product. You also often ask me to join the group at lunch. That makes me feel included, part of the team.*

<u>Subordinate feedback</u>. *Matt, in the meeting with the new vice president yesterday, you kept your voice at an even tone, even when she questioned your numbers. You held out your hand with your palm up several times. I felt really at ease with your delivery.*

<u>Boss feedback</u>. *Karen, you have not commented once about the field reports I have completed. I feel slighted.*

Maintaining the Message

Now you know that to successfully give effective feedback you must recount a specific situation, describe the precise behavior, and explain what impact the behavior had on you. But even when you know the proper form, there are pitfalls to avoid when you deliver effective feedback, traps that can detract from your message and weaken the developmental opportunity feedback provides. CCL's experience in training managers how to give effective feedback has highlighted ten key traps to watch out for.

1. If you back out of the feedback you give, the receiver will lose your message. *"You interrupted me, which made me feel angry, but the more I think about it, it was pretty hectic at the time . . ."*

2. If you pull in your own experiences, you take ownership away from the feedback receiver. *"I remember when I did that . . ."*

3. If you pull in your own vulnerability, you presume to know what the receiver is experiencing or thinking. *"I used to have the same problem . . ."*

4. If you cushion your feedback, you can put the receiver on the defensive and he or she will be less open to your message. *"You're not going to like hearing this . . ."*

5. If you label your feedback, you can create undue anxiety and the receiver may not hear your entire message. *"I have some negative feedback to give you . . ."*

6. If you give advice with your feedback, the receiver may think you have a personal agenda. *"Let me tell you what you need to do to have a successful team meeting."*

7. If you label behavior as a problem, you put the receiver on the defensive and your message may not be heard. *"You have a problem getting your expense reports in on time."*

8. If you don't use words that precisely communicate your message, or are insensitive to the language that you use, you can cause unnecessary emotional reactions. *"You were a real windbag in that meeting this morning."*

9. If you judge the person, not the behavior, the person hearing your feedback will likely become defensive and resentful. *"You were disruptive today."*

10. If you delay in giving feedback, your memory of the event might not be clear enough to be specific, and the receiver might wonder why the conversation didn't occur sooner. *"Last month when we were attending the regional trade show . . ."*

Putting It All Together

Review the situation, behavior, and impact steps that build effective feedback and practice those steps at every opportunity. You don't have to wait for an actual feedback situation to arise to review your skills. For example, the next time you attend a trade show and hear a compelling presentation, think about what you are experiencing that makes the presentation so valuable. Observe the speaker and take note of the situation, the speaker's behavior, and the impact that behavior is having on you. Is the speaker using hand gestures? What about tone of voice? What kinds of facial expressions is the speaker making? Are the speaker's words appropriate for the audience and the subject? After you've practiced at a distance like this, it can be helpful to practice with a willing partner, preferably someone at work. You can address a simple situation with a simple impact, but use an instance that really takes place (an imaginary situation won't help much). State the facts (situation and behavior), then give your response (impact).

Take time to reflect on your feedback efforts. Ask yourself, "Why did I pay attention to this particular behavior? What does this say about me?" Perhaps you've observed behaviors that you want to develop in yourself or behaviors you want to drop or guard against. Reflection also gives you time to understand the true nature of the impact the behavior had on you. Ask yourself, "How did I feel when she talked to me in that tone of voice?" or "What emotional response did I have when he shook my hand and said my reports showed good research and attention to detail?" Reflection will help you become more concise and focused in delivering your feedback message, and help you avoid traps that weaken your message.

As you become more familiar with the approach and more comfortable with the delivery, your feedback skills will become more and more effective. The people you work with—your boss, colleagues, and subordinates—will benefit from the effort you put toward helping them develop. You in turn will benefit from developing a useful skill that not only helps to raise the productivity of all the people around you but also bolsters your personal leadership skills.

The Dozen Do's and Don'ts of Effective Feedback

Do

1. Be specific when recalling the situation.
2. Be specific when describing the behavior.
3. Acknowledge the impact of the behavior on *you.*
4. Judge the behavior.
5. Pay attention to body language.
6. Use verbatim quotes.
7. Re-create the behavior, if appropriate.

8. Give feedback in a timely manner.
9. Give your feedback, then stop talking.
10. Say "I felt" or "I was" to frame your impact statement.
11. Focus on a single message.
12. Be sensitive to the emotional impact of your feedback.

Don't

1. Assume.
2. Be vague.
3. Use accusations.
4. Judge the person.
5. Pass along vague feedback from others.
6. Give advice unless asked.
7. Psychoanalyze.
8. Qualify your feedback by backing out of the description.
9. Use examples from your own experience.
10. Generalize with words like "always" or "never."
11. Label your feedback as positive or negative.
12. Sandwich your feedback messages with words like "but."

Words with Impact

Getting just the right word to express the impact a behavior has on you is important. The right word can help keep your feedback from being vague or misconstrued. Finding the right word, however,
isn't always easy. To help you put impact into words that you can deliver as effective feedback, we compiled this short list of descriptive impact words.

Ambivalent	Frightened	Miserable	Skeptical
Angry	Frustrated	Nervous	Spiteful
Annoyed	Glad	Odd	Startled
Astounded	Good	Outraged	Stupid
Betrayed	Gratified	Overwhelmed	Sure
Bored	Happy	Peaceful	Sympathetic
Burdened	Helpful	Persecuted	Tempted
Calm	Helpless	Petrified	Tense
Captivated	Honored	Pleasant	Tentative
Challenged	Hurt	Pleased	Terrible
Diminished	Ignored	Pressured	Terrified
Disturbed	Impressed	Proud	Threatened
Divided	Infuriated	Refreshed	Tired
Ecstatic	Inspired	Rejected	Troubled
Electrified	Intimidated	Relaxed	Uneasy
Empty	Isolated	Relieved	Unsettled
Excited	Jealous	Restless	Vehement
Exhausted	Kind	Rewarded	Vital
Fearful	Left Out	Sad	Vulnerable
Flustered	Lonely	Satisfied	Welcome
Foolish	Low	Scared	Wonderful
Frantic	Mad	Shocked	Worried

Mentoring & Coaching
Unit 6
Mentoring Relationships

Development Associates International

Version 1.3

EMPOWERING
KINGDOM LEADERS

Unit 6 - Mentoring Relationships

Table of Contents Workbook:

Learning Objectives:

- Understand ways to give a mentoring relationship some structure.
- Understand how to define expectations in a mentoring relationship
- Learn how to write a development plan.

Mentoring Portfolio:

Develop your personal development plan - see final assignment box for details!

Introduction

Many people are hesitant to initiative a mentoring relationship for fear of selfishly taking up someone's time or intruding in someone's private life.

Think about it?

learning

Answer Box # 1

Recall a time when someone sought your advice in an area for which you have special experience or expertise—from changing a flat tire to dealing with a rebellious child. What did you learn from the experience?

Write down the most significant spiritual discovery you have made in recent months. Do you know someone who would benefit from this insight? Are there ways you can share it with your friend?

Does the thought of talking with another person about his or her (spiritual) life frighten you? How much of your fear can be chalked up to simple inexperience? How much do you think has to do with not being gifted in giving another counsel?

Take a moment and read Ephesians 1:15-23.

bible study

The same power that raised Jesus from the dead is at work in every believer. Pray that this power helps you to overcome any fear you may have and that the Holy Spirit helps you to get a different view about mentoring and investing your life in somebody else. Look at mentoring from a different angle. Initiating a mentoring relationship **is a way of honoring another person**. A mentor will feel honored that someone else sees something in their life worth emulating. A mentee will feel honored that someone else sees potential in their life worth developing.

How to develop an effective mentoring relationship?

Before reading this section, be sure to refer back to Unit Two, where we introduced the mentoring IQ. Do both the mentor and the mentee understand which quadrant their relationship falls into? This shared understanding will alleviate disappointment and unmet expectations in the future.

The "10 Commandments" of mentoring developed by Dr. J. Robert Clinton and Dr. Paul Stanley give guidance for mentoring relationships.[1] Remember that mentoring is a relational activity and too many rules and regulations can stifle the relationship. However, that needs to be balanced with the need for clarity for maximum empowerment to occur.

1. Establish a strong relationship.

The stronger the relationship, the greater the empowerment! As you look for potential mentorees, keep compatibility and chemistry in mind.

- o Sometimes mentoring relationships develop naturally but most of the time they will need to be intentionally cultivated.
- o A mentoring relationship can be built on past relationship, but the focused purposeful nature of mentoring requires additional work.
- o Generally the deeper the relationship, the greater and longer lasting will be the empowerment.

2. Agree on purpose.

A basic rule in planning is "begin with the end in mind." When mentoring proves disappointing, the problem usually points back to differing or unfulfilled expectations. So at the very beginning, agree on what you're both hoping to achieve.

- o Unreal expectations or differing expectations between a mentor and mentee can lead to disappointment in the relationship.
- o Mentees may have an unreal ideal of what they hope to receive and what the mentor is able to give.
- o Clarifying purpose and expectations will allow evaluation of progress later on.

3. Determine contact frequency.

Coming from your agreed purpose you may have decided to have either an occassional or a frequent mentoring relationship. Intensive mentoring works best with at least once-a-week contact, either face-to-face or by phone.

- o Mentor and mentorees need to agree on when and how interaction will occur.
- o Besides the regular meeting times expectations of impromptu contact should be talked through. More availability will allow the relationship to develop but it also takes time that the mentor may not have.

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[1]*Connecting: The Mentoring Relationships You Need to Succeed in Life* by Paul D. Stanley and J. Robert Clinton. 1992. NavPress – www.navpress.com.

o The frequency will depend on the type of mentoring, the readiness of the mentoree, and the expected empowerment.

4. Decide on the type of accountability.

Will you use written reports, scheduled phone calls, probing questions during meetings, or a planned evaluation time?
- o Accountability is how a mentor checks on a mentoree to see that s/he is following through on assignments and applications.
- o Mentors and mentorees need to agree on how and when accountability will happen. If accountability is not desired by the mentoree, the mentoring relationship should be terminated.
- o Accountability can be written or verbal and can be regularly scheduled or follow completion of a task.

5. Set up communication mechanisms.

As mentors, we have always asked our mentorees, "If I see or learn of an area of concern, how and when do you want me to communicate it to you?"
- o Miscommunication is the root of many mentoring problems.
- o Both mentor and mentoree need to know what the boundaries are for communications, what is off limits to talk about and what is appropriate.
- o This is an on-going process in the relationship. If in doubt, ask questions about the process rather than assume clarity.

6. Clarify the confidentiality level.

Make it clear when something you share should be treated as confidential.
- o Intimate topics may be shared between mentor and mentoree. There must be an agreement on what must stay within the confines of the relationship and what can be shared elsewhere.
- o The agreement made must not be violated by either party.
- o If the agreement is quite open and something is shared which should remain confidential either party should make that clear.

7. Set the relationship's life cycle.

Better to have short periods, evaluation, and closure points with the possibility of reentry than have a sour relationship for a long time that each fears terminating.
- o Every mentoring relationship should have a cycle of beginning, accomplishment and closure. Open-ended relationships should be avoided.
- o By breaking up a potentially long mentoring relationship into smaller segments, either party may bow out of the process without loosing face if they feel it is ineffective.
- o If the mentoring process is empowering and needs to continue another length of time can be agreed upon.

8. Evaluate regularly.

See where progress has been made, where there are problems, and what should be done to improve the mentoring. Joint evaluation is always best!

- o Times of evaluation and feedback will help to keep the mentoring relationship on course. Both the mentor and the mentoree should have a chance to share their perspectives.
- o Previously set expectations and goals for empowerment should be evaluated.
- o Don't forget to celebrate small wins!

9. Modify expectations, as necessary.

After a time of mentoring, bring expectations down to what is more likely going to happen—and give thanks for it.

- o Mentoring relationships rarely go exactly as planned. If progress is not being made toward goals and expectations changes need to be made.
- o Changes may need to be made in purpose and expectations if those were unrealistic or if those have largely been met.
- o Changes may need to be made in the process to improve empowerment.

10. Bring closure at the right time.

Vertical mentoring that has no clear end in mind will usually dwindle to nothing with uneasy feelings on the part of both people. A happy ending requires that both parties be involved in evaluating and mutually ending the mentoring relationship.

- o At this point, the mentoring relationship can be renewed for another cycle, it may change in form and purpose or it may terminate.
- o If no time was set for closure but the relationship needs to end, either the mentor or the mentoree can initiate a time for final review and release. Even a poor closure is better than none at all.

Think about it?

Answer Box # 2

Which of these commandments do you wish you had followed? What happened?

What "commandments" would you add to the list?

learning

Why relationships fail?

Sometimes relationships fail, but we don't want to talk about it. Mentoring relationships are no exception. We often feel bad if a mentoring relationship goes sour, and we look for another mentor. Or we simply wonder if a successful mentoring relationship is even possible..

Understanding some of the causes of a failed mentoring relationship is often the key to your own success as mentor or mentee. Although there may be different reasons, they usually fall into one of three categories:

- Contextual or Situational
- Interpersonal
- Procedural or Structural

Contextual or situational problems in a mentoring relationship

Some of the problems are directly linked to the above success factors. The absence of a clear purpose or unexpressed expectations may be the main reason for failure. When the relationship or the mentoring program started, the purpose of the relationship was not clearly communicated . Why are we meeting? - What is expected from each partner? - What is our role and so forth.

Clarity of purpose within the relationship is critical for energizing the relationship. Most relationships require a clear sense of purpose and a defined transition, which the mentee wishes to achieve. The clearer that transition is, the more focused the discussions and the easier it is to relate day-to-day issues to the larger goal. Even in relationships, where the primary objective is for the mentee simply to have an occasional sounding board, unless that is agreed up front, one or both parties will feel dissatisfied.

If it is a mentoring program that is initiated or encouraged by our organization, church or non-profit organization than another main contextual reason for failure is lack of support. What if the mentoring relationship takes place during working hours? As part of an organizational program it should be agreed upon where in can take place and how much time is allowed from your working hours. However if there is a lack of interest by the top management it will undermine the mentoring relationship.

Interpersonal problems in the mentoring relationship

- Lack of chemistry
- Incompatibility of values
- Lack of confidentiality and gossip

Think about it?

learning

Answer Box # 3

Read the article by Earl Palmer in the reading section "Mentoring that makes a difference."

What other interpersonal advice does he give to prevent failure in the mentoring relationship?

Procedural or structural problems in the mentoring relationship

- Lack of agreement how the relationship is managed
- Imbalanced mentoring style

  At a relationship level, mentors sometimes fail to establish an appropriate balance between being directive and laissez faire. Indeed, a core skill for a mentor is to recognise when to lead and when to enable the mentee to lead discussions. One of the most common complaints by mentees is that the mentor talks at them, rather than engages them in reflective dialogue. Less common, but equally dysfunctional, is the mentor, who never gives advice and is unable to adapt style to the mentee's needs at the time.

- No clear idea how to end a mentoring relationship

(To read more about some research done on ending mentoring relationships, how it was a good or bad experience go to: http://www.youth-justice-board.gov.uk/NR/rdonlyres/3BF899A3-5DF0-4FFD-A743-8EFB6ECBD2A7/0/mentoringconference.doc [accessed 9/5/2008] to read a report from a 2001 European Mentoring Conference)

Think about it?

learning

Answer Box # 4	Take any three reasons why mentoring relationships fail that resonate with your experience and write a short manual on "How to avoid those mentoring relationship pitfalls." [This is an assignment that should be handed in/ emailed to your course facilitator.]

Stages in a mentoring relationship

Strong mentoring relationships develop over time and require work. Trust, openness and confidence are all attitudes that need time to grow.

To establish a strong mentoring relationship, we should first understand how the relationship develops. The following are the four stages of mentoring relationships:

- Developing trust
- Advising
- Challenging
- Motivating

Trust Development

In this stage the mentor establishes credibility. The mentor and mentee learn about each other, their likes and dislikes, areas of expertise and weaknesses and establish commitment to grow together. Once we believe that this relationship is a way forward to grow and share the next stage can begin.

Advising

In this stage the mentor has earned the right to give counsel and acts more like a coach.

Challenging

After building the mentee's confidence through the advising stage, the mentor helps the mentee to tackle situations that are outside the comfort zone. Challenges for a higher level of performance and new skills.

Motivation

In this stage the mentor encourages self-direction by helping the mentee leverage the previous success.

In all those stages keep in mind the advice Fred Smith is giving:

How to Get the Most from Your Mentor [2]

5 actions that make you ready to learn:

Great teachers want to find great students. With my mentors I tried to be a good student. That entailed several things:

Admitting my ignorance. I never tried to impress a mentor with my knowledge. I always exposed my ignorance. To hide ignorance from a teacher is as foolish as hiding your sickness from a doctor. The wise person is always more aware of his ignorance than his knowledge.

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[2] From BUILDING CHURCH LEADERS, published by LEADERSHIP Resources © 2000 Christianity Today Intl , www.BuildingChurchLeaders.com

Dr. Walter Hearn, a biochemist at Yale University, surprised me once by saying, "Fred, every night when you go to bed you ought to be more ignorant than you were when you woke up." I took this as a joke until he explained that if I considered my knowledge as a balloon, and every day that balloon increased in size, it touched more and more ignorance on the periphery. Therefore my knowledge brought me into contact with my greater ignorance. The arrogant are proud of their knowledge; the humble are acquainted with their ignorance.

Asking the right questions. Recently a young professor told me how he asked a prominent man two questions following an award program. The man disregarded all the other people trying to shake his hand and congratulate him. He concentrated on answering those two questions. A good student knows that mentors want to teach and that they have important knowledge to convey. The right questions will draw them out, but such questions come from thought, analysis, and discernment. Idle or careless questions are demeaning to the mentor. But there's power in a good question.

Doing my homework. I never called my mentors unless I had written down what I wanted to talk to them about. Writing out your questions beforehand helps minimize verbiage. When we met I had organized my questions; I knew it was not a social situation. If we later wanted to spend some social time, that would be up to them, not me. Also, I never walked into their offices and sat down until I was invited to sit down. They had to know I was not going to waste their time.

Never trying to "use" my mentor. A person with a well-known mentor can be tempted to refer to him in ways that actually use him for selfish purposes. Avoid this! In particular, steer clear of quoting a mentor out of context. A mentor is for progress in spiritual growth and life skills, not for ego satisfaction.

Continuing to grow. Progress is the pay the student gives the mentor. Currently I spend at least 50 percent of my time mentoring talented individuals. I make no charge. But I get amply paid by their vicarious accomplishment.

Think about it?

Answer Box # 5

The book of Philemon is an excellent example of biblical conflict management (from Tim Elmore "Intentional Influence")

1. The Compliment Stage (v 4-7)
2. The Compromise Stage (v. 8-13)
3. The Choice Stage (v. 14)
4. The Challenge Stage (v. 15 - 20)
5. The Confidence Stage (v. 21 - 22)

Discuss those stages and how they may help you to overcome some problems encountered in a mentoring relationship.

bible study

Writing your Development Plan

As we have several times mentioned the importance of clarity of purpose and goals for the success of the mentoring relationship it is high time to put it into practice. One way of being intentional about the goals of mentoring is by writing a development plan. This can become a tool for growth and accountability.

Think about it?

learning

Answer Box # 6

Write three major goals. Then use the following blank plans and write your three major goals (one in each of them) ,

filling in the details, and discuss this with your mentor.

Personal Development Plan

My First Major Goal:				
1. Knowledge to Gain/2. Skills to Build/3. Attitudes to Develop (What must I acquire/improve?)	**Proof** (How will I know I did it?)	**Development Activities** (How will I actually gain/ build/develop these?)	**Potential Mentors** (Who might help me with my development?)	**Target Completion Date** (When will I be there?)
1.				

2.				
3.				

Repeat this process for your second and third major goals.

My Second Major Goal:				
1. Knowledge to Gain/2. Skills to Build/3. Attitudes to Develop (What must I acquire/improve?)	**Proof** (How will I know I did it?)	**Development Activities** (How will I actually gain/ build/develop these?)	**Potential Mentors** (Who might help me with my development?)	**Target Completion Date** (When will I be there?)
1.				
2.				

3.				

My Third Major Goal:

Knowledge to Gain/Skills to Build/Attitudes to Develop (What must I acquire/improve?)	Proof (How will I know I did it?)	Development Activities (How will I actually gain/ build/develop these?)	Potential Mentors (Who might help me with my development?)	Target Completion Date (When will I be there?)
1.				
2.				
3.				

Assignment

application

Final Assignment

WRITTEN ASSIGNMENT TO BE HANDED IN TO YOUR COURSE FACILITATOR

1.   Go back to answer box # 4:
Take any three reasons why mentoring relationships fail that resonate with your experience and write a short manual on "How to avoid those mentoring relationship pitfalls".

2.   PERSONAL ACTION ITEM
Share your personal development plans with your mentor

3.   MENTORING JOURNAL/ PORTFOLIO
Develop your personal development plan using the templates provided

Readings

reading

Mentoring That Matters
Reviving an ancient teaching method
Acts 16:1–5; 1Timothy 1:18–19

How does a church develop younger believers and raise up leaders? The answer throughout most of Christian history has been mentoring. But few people understand how to make mentoring work well. In this interview, Fred Smith, a seasoned business executive and author of Leading with Integrity *(Bethany House), talks about how to create a successful mentoring relationship.*

Leadership theorists talk about the importance of mentoring, but few tell us what it is exactly. How would you describe mentoring?
Fred Smith: A common mistake is that mentoring means that older men visit with younger men without an agenda, eventually simply becoming Bible study or prayer times. These are excellent activities, but they are not mentoring.

Mentoring is a one-on-one relationship for the specific and definable development of a skill or an art. One of my favorite mentoring stories is the young pianist who came to Leonard Bernstein and asked to be mentored by him. Bernstein said, "Tell me what you want to do, and I will tell you whether or not you're doing it."

When you analyze this, you realize Bernstein's deep understanding of mentoring. The young man had initiated the contact, he had a specific request, and he made the request of an authority—not that he might get rich as a concert pianist or famous like Bernstein, but that he might become a better pianist.

Bernstein essentially said to the young man, "You're responsible for your playing and your practice. The one thing you can't do is hear yourself as a great pianist hears you. That I can do and will do for you."

FRED SMITH
"The mentor must genuinely believe in the potential of the mentoree."

How do I look for the right person to mentor me?
The mentor and mentoree must share a compatible philosophy. Our goals and methods are really an expression of our philosophy. If the goal is to be Christian, then the philosophy must be built on divine principles. Recently a young man came to me asking that I help him "make a million dollars." That was his life's goal. He has a materialistic, humanistic philosophy. I told him that we did not agree on philosophy; therefore, I would not be a good mentor for him.

But a mentor needs to have more than a compatible philosophy.
The mentor should be knowledgeable in the subject and objective in his criticism. The mentor who says what the other wants to hear is irresponsible. He should not counsel in matters in which he is not expert or pass judgment in subjects beyond his limitation. It is important the mentor on occasion says, "I don't know. I've had no experience with that."

If I am thinking about being a mentor for someone, what do I need to keep in mind?
The mentor must genuinely believe in the potential of the mentoree. A mentor cannot do serious thinking about the needs of the learner or spend the necessary time without believing in that person's potential. There may be times when the learner loses confidence in himself, particularly after a failure, and he will need the mentor to restore his confidence.

A good mentor also helps define the vision, the goal, and the plan. So many young people I talk to have several options for their life, and they are not equipped to choose the one. They hesitate at the thought of giving up the others. Recently I had lunch with a young man who graduated from a prestigious European university with high marks and told me he had been "tested genius in 13 areas." Yet he had done nothing, though in his early thirties. I said, "You could have married six or eight young women, but you chose one. You will have to do the same with your goal." Choosing a specific goal is the key to doing many other activities.

What causes a mentoring relationship not to work?
It won't work if you don't have clear communication. Each person must clearly and easily understand the other.

Mentoring also breaks down if the mentor gives advice and makes decisions for the other. If I give advice, then I'm taking over responsibility for decision-making, and that is not my function. I will not give advice, but rather, options from which the person can choose.

Also, the mentor must be able to commit to a person and to a situation. Once I was involved in a land development requiring large amounts of money from a New England bank. The loan officer was careful in exploring all the details. He explained, "Don't think I'm being too careful. I don't want to get you halfway across the river." When we commit to be a mentor, we commit to taking the person all the way across.

What if the mentor says something the other person can't accept?
The mentor must be given permission to hold the mentoree accountable. This helps keep the mentoree from becoming resentful or quietly rebellious or hostile. My two great mentors, because I had given them permission to hold me accountable, never had to preface the truth or hedge their statements with me.

Mentoring takes time, and it doesn't always work out. What keeps you going?
Progress is the pay the student gives the mentor. I get amply paid by the vicarious accomplishment of others. That's why my favorite title is "mentor."

Mentoring That Makes a Difference

Encouragement can help people discern God's will for their lives.
by Earl Palmer

reading

In our prophetic role, pastors need to challenge people to keep the faith, fight the good fight. And often that means giving a forceful word to the congregation.

The other side of being prophetic, the side that the mentor highlights, is being an encourager. The goal is the same—living faithfully a Christian lifestyle—but the means are different: encouragement, affirmation, praise.

As a mentor I don't want to tell people what God's will is for them; I want them to discover it for themselves. And that happens best, I've noticed, when I affirm what's going right with a person.

- *Express encouragement regularly.* A young lawyer in a class I taught recently wrote a paper on 1 Corinthians 15. He didn't just parrot back my lectures, however. He went beyond what I had taught, doing his own study and making his own breakthroughs. He grappled with issues we hadn't discussed in class; he dared to draw his own conclusions. It occurred to me as I read his work that I was learning from this student. So on his paper, along with his grade, I wrote a note saying his ideas had inspired me.

  Sometime later he told me that little note had bolstered his confidence to work through his own thoughts and draw his own inclusions. I had confirmed that his thinking was sound, that his ideas were exciting and helpful to me. He began to have the confidence that he could teach.

  I didn't plan for that one note to have that impact, but when I regularly encourage, some of my notes and words will.

- *Build trust.* People are vulnerable about things most precious to them. So poets don't want to share their poems with somebody bored by poetry; musicians don't enjoy playing their compositions for someone who doesn't care for their style of music.

  So I can encourage another in the things that matter only if the person will share what's important to him with me. That means I have to attend to the slow business of building trust. And that involves listening with interest to what the person shares with me and affirming the good in what they say and do.

Gradually, the person I'm mentoring will share deeper thoughts and talk about their more exciting dreams. And that's when my encouragement will really count.

- *Don't qualify the affirmation.* I meet many people who are discouraged because what personal encouragement they have revived has been qualified: "Yes, that's true enough. But you forgot about this." Some have been in a Christian atmosphere where leaders always corrected them or added, "You did that well, but you also need to improve in this area."

  Instead, I look for ways to give simple, direct affirmations without the "buts," without having to add anything. "You know," I'll say, "you're doing some very good thinking about this." Period. Simply affirm the people for what they're doing right. Since the people I mentor are serious about their walk with Christ, I know in most cases they'll eventually figure out where they fall short. In the meantime, I'm giving them confidence that, when they do see a shortfall, they'll be able to do something about it.

  I call this kind of prophetic mentoring the ministry of agreement. The Greek word for agree is *homologea*, "to say the same word." When I agree with someone, I don't feel the need to add a single word—I say "the same word." I affirm what they've done well. This doesn't mean I never correct or take issue. It means I honor the discovery the person has made, acknowledging new footing that's been established.

- *Confront only when you've earned the right.* Naturally, as in any meaningful relationship, there comes a time when the mentor must confront the person being mentored.

  For instance, I've been working with a young man for whom I have a great deal of respect. He has tremendous potential. But there is one area of his life in which he has been unrealistic: he has not been responsible in the financial support of his marriage. He's had trouble finding and keeping a job because he has set his sights way too high. His wife was supporting him and the family, but the bills kept piling up. One month recently their phone was cut off.

  I had been encouraging him for months, trying to discern the direction God is calling. But at that point, if I said nothing about this problem, I would have become co-dependent to him, enabling his destructive patterns. So I had to help him see he needed to get a job: pump gas or wait on tables in a restaurant or sweep floors—anything. He needed to do something now for the sake of his wife and family, but also for himself.

  I couldn't have done that at the beginning of our relationship. And I can't do that in every mentoring relationship I

have—sufficient trust has not been established. But since I've been this man's friend for some time now, and since I've done nothing but encourage him up to this point, I've earned the right to tell him what I think he ought to do.

A mentor, then, offers encouragement, and sometimes direction, so that the person mentored can move ahead on his own with confidence. The goal of a mentor in medicine, for example, is to help another acquire the courage and independence of thought to do surgery alone, without needing the mentor looking over his or her shoulder. The goal in Christian mentoring is to help people discern and follow the will of God on their own.

Citation: Mastering Teaching; Earl Palmer, Roberta Hestenes, Howard Hendricks; Mentoring, pp 142-144.

Reference: http://www.christianitytoday.com/bcl/areas/shepherding/articles/le-scan-030210.html

Seek Developmental Relationships

Seek Developmental Relationships

As you work toward your development goals, you will need others to help you along the way. There are a dozen specific roles that others can play in your efforts to learn and change:

Assessment Roles—provide you with data and insights about yourself.

- *Feedback provider:* A source of day-to-day, ongoing feedback on how you are doing as you seek to learn new skills or try out new behaviors.
- *Sounding board:* A person you bring your ideas to for reactions and fine-tuning.
- *Comparison point:* A person you compare your own level of skill against to assess how well you are doing.
- *Feedback interpreter:* Someone who helps you make sense of the feedback data you **receive.**

Challenge Roles—help you grow by pushing you beyond your comfort zone.

- *Dialogue partner:* A person who helps you explore an issue more deeply by questioning, prodding, and reflecting on underlying assumptions.
- *Assignment broker:* An individual who helps you gain access to the challenging assignments you need for continued development.
- *Accountant:* Someone who holds you accountable for the development goals you have set.
- *Role model:* A person you observe and try to emulate.

Support Roles—provide you with encouragement and support.

- *Counselor:* A person who provides emotional support during the difficulties of the learning process.
- *Cheerleader:* Someone who encourages you and expresses confidence in your ability to learn and grow.
- *Reinforcer:* A person who rewards you for making progress toward development goals.

- *Cohort:* Someone who is struggling with the same challenges you are and who can thus empathize with your situation.

There are a few important things to keep in mind about these developmental roles:

- *A single person will likely play multiple roles in your developmental journey.* Your boss may play the assignment broker and reinforcer roles. A close colleague may be a cohort, a dialogue partner, and a cheerleader. A fellow task force member may be a role model and comparison point. Each of your developmental relationships is made up of a unique mixture of roles.

- *A single person cannot play all the roles for you.* Although there may be a few people in your life who play key roles in your development—mentors or coaches—they are usually not available enough or skilled enough to meet all your development needs. And no one person should be burdened with all these needs. You should seek out multiple relationships to ensure ongoing development.

Different people will excel in different developmental roles. Some are keen observers, enabling them to give clear and specific feedback. Others are good listeners and are comfortable with close relationships in the work setting, making them good candidates for the counselor role. People's formal roles may make them better suited for certain roles, too. Bosses are often useful in the accountant role and peers are often the best cohorts.

Different development goals will call for different developmental roles.

In trying to develop a new leadership skill, you may be in greatest need of a role model who can demonstrate the new competency, someone who will help you gain access to challenging assignments where you can practice the competency, and a cheerleader to bolster your confidence in the face of trying something new. In trying to change an ingrained habit that is making you less effective, you may need someone to give you feedback when you slip back into your bad habit, someone to hold you accountable for changing your behavior, and a group of colleagues who are also trying to make changes.

So where do you start? Begin by thinking about the kind of data, advice, pushing, encouraging, and supporting you most need to reach your development goal. Then think of who could best serve those needs. Don't think too narrowly. Seek people outside your immediate work group, family, and circle of friends. Once you have identified the needed roles and potential people to provide those roles, go to those individuals, explain how you need their help, and enlist them in your developmental work. In the table on pages 31 and 32, we provide a series of questions to help you think through the "what?" and "who?" questions.

Questions for Exploring Potential Developmental Relationships

What support roles can help me reach my development goal?	Who can provide this role?
Feedback Provider: Will I be practicing new behaviors that will need to be refined based on feedback?	• Who is in the position of observing me practice these behaviors? • Who is good at observing and assessing the impact of behaviors? • Who do I trust to be straightforward with me?
Sounding Board: Will I encounter dilemmas and choices that I need to think through before acting?	• Who is good at thinking out loud and considering alternatives? • Who has faced these same sorts of choices before? • Who am I willing to share my uncertainties with?
Comparison Point: Would it help to gauge my progress against others?	• Who would be a relevant comparison point? • Who would be willing to share their progress with me? • Whose successes would it be easy for me to see?
Feedback Interpreter: Will I need someone else to gather feedback for me and help me make sense of it?	• Who is good at making sense of complex data? • Who am I willing to share feedback with? • Who will others trust as a gatherer of feedback for me?
Dialogue Partner: Do I need to understand new and different perspectives?	• Who has a perspective different from my own? • Who is good at engaging in dialogue, at examining underlying assumptions? • Who is good in the role of devil's advocate?
Assignment Broker: Will I need help in gaining access to stretch assignments?	• Who can sponsor me when certain jobs become available? • Who can help me add needed challenge to my job?
	• Who can help me find stretch opportunities outside the workplace?
Accountant: Am I more likely to succeed if someone holds me accountable for making changes?	• Will my boss hold me accountable in some way for achieving this goal? • Are there others who want me to achieve this goal?
Role Model: Do I need to closely watch someone who is already very skilled in the area of my development goal?	• Who should I watch or talk to to get strategies for achieving my goal? • Whose ability in this area has always been an inspiration to me?
Counselor: Will this goal be very difficult for me? Will I likely encounter a personal frustration?	• Who can be my confidante as I struggle with this goal? • Who can be both empathetic and objective? • Who understands me enough to see through my excuses and procrastinations?
Cheerleader or Reinforcer: Do I need a lot of encouragement and reinforcement to succeed?	• Who is usually able to make me feel competent? • Who can I share my small successes with? • Who is in the position to reward me for success?
Cohort: Will this be easier if I can connect with others in similar circumstances?	• Who would understand what I'm going through? • Who are my peers in this situation? • Who would be "good company" for this journey?

Adapted from "Developmental Relationships" by Cynthia D. McCauley and Christina A. Douglas in *The Center for Creative Leadership Handbook of Leadership Development* (Eds. Cynthia D. McCauley, Russ S. Moxley, and Ellen Van Velsor), pp. 170-171. ©1998, Jossey-Bass. Used by permission.

Mentoring & Coaching
Unit 7
Tools for Mentoring& Coaching

Development Associates International

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EMPOWERING
KINGDOM LEADERS

Unit 7 - Tools for Mentoring & Coaching
Table of Contents Workbook:

Learning Objectives:

- To gain an understanding of your personal style of influence within the context of a mentoring relationship.
- Become familiar with and identify your strengths within the Multiple Intelligence Profile.

Mentoring Portfolio:
Your personalized Multiple Intelligence graph and action plan to employ other learning styles - see final assignment box for details.

Introduction

In this unit we want to discuss some practical tools that you can use to strengthen your mentoring skills and become more effective in your mentoring efforts.

The first tool concentrates on the area of influence, which according to our definition is an important axis in the dimension of mentoring (refer back to unit 3 - 'Mentoring Matrix'). You can strengthen your influencing skills by understanding your preferred or natural way of influencing others.

Secondly, we want to understand how 'smart' you are. This is not an intelligence test. It is important to note here that we are all smart, but we are smart in different ways. This tool is designed to find out how your mind is organized and how you think and learn best. This tool is based on the research and studies of Professor Howard Gardner from the Harvard Graduate School of Education in the development and behavior of the mind.

By doing all of these exercises together in a mentoring relationship, the potential for a productive mentoring relationship increases. It is our hope that it will result in discussions that will foster the growth of both the mentor and mentee.

These tools are used in many different environments, such as in education and leadership and organizational development. They are not exclusively for mentoring relationships. However, we believe that using these tools within a mentoring relationship will have a powerful effect in terms of knowing one another better, providing a sounding board for the insights gained, and for intentional planning of the growth and personal development path.

Think about it?

Answer Box # 1

Read Rom 12:2 - How does transformation take place?

What is the role of our mind in the transformation process?

Influence Tool Kit

Oswald Sanders in his classic book on leadership summed up all leadership activities in one word: "influence". Influence certainly plays an important role not only in leadership, but in mentoring as well. Reflect back to our mentoring matrix. Here we assume that one dimension of the mentoring matrix is the axis of influence that the mentor exercises.

Why would we engage in a mentoring relationship if we didn't want to influence the mentee? Whether that influence is to motivate this person to achieve higher goals, to support and help the mentee implement decisions, or to change and correct certain behavior.

As a mentor, you must learn how to strategically influence for the benefit of the mentee.

But how can you use your influencing skills effectively? To answer this question we have to understand that everybody uses different tactics to influence others. In addition, it is important to understand that your specific influence on the mentee can lead to different reactions.

The least desirable outcome is that the mentee resists your influence and suggestions, which would eventually result in a withdrawal from the mentoring relationship. Better, but far from ideal, would be if the mentee complies with your influence and advice, simply to appease you. Only when your mentoring efforts lead to real commitment on the part of the mentee can you anticipate that your mentoring has lasting influence.

Understanding your own style of influence is the first important step in gaining commitment from the mentee instead of only compliance or resistance.

The following assessment tool [1] will help you to find out your style of influence in the mentoring relationship.

Step 1 - Answer the following statements to identify tendencies that you have for influencing others. The statements will also help you identify your dominant influencing style. When answering the questions, think about yourself as a mentor trying to get the mentee to perform a certain action. How likely are you to take the approach described in each statement?

Write the corresponding number in the column that describes how often you would respond to the statement in that way. Ranging from 1 (= I **almost never** use this tactic) to 5 (= I **almost always** use this tactic)

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[1] Adapted from David Baldwin and Curt Grayson, "Influence", 2004 Center for Creative Leadership

Your Strength of Influence - Worksheet	Almost never	Seldom	Sometimes	Often	Almost
Statement	1	2	3	4	5
Q1: I objectively and logically explain to the mentee the reason for the requested action.					
Q2: I explain how a requested action is likely to have long term benefit to the mentee (for example in career development)					
Q3: I show the mentee how the requested action meet his or her individual goals and values.					
Q4: I provide the necessary resources (time, materials etc.) for the mentee to accomplish the task.					
Q5: I ask for suggestions from the mentee on how to improve a suggested course of action in order to create a win-win outcome for all.					
Q6: I create coalitions with other people who are in support of a requested action.					
Q7: I offer factual and detailed evidence that a certain action is feasible.					
Q8: I assist the mentee in gaining more visibility and reputation in his/ her circles of friends or organization.					

Your Strength of Influence - Worksheet	Almost	Seldom	Sometime	Often	Almost always
Q9: I describe the task or action with enthusiasm and express confidence in the mentee's ability to accomplish it.					
Q10: I reduce the difficulty of carrying out the request by removing barriers to success					
Q11: I ask the mentee for ideas and input about how to carry out the requested action, and incorporate those ideas and input into the process.					
Q 12: I tell the mentee about credible persons who are in support of a requested action.					
Q13: I explain clearly and logically why the request is the best possible choice of all competing choices.					
Q 14: I provide opportunities for the mentee to learn new skills that will be beneficial.					
Q15: I link the request to a clear and appealing vision the mentee can fully support.					
Q16: I volunteer to help the mentee accomplish the task.					
Q17: I thoughtfully respond to the mentee's concerns and suggestions.					
Q18: I involve credible people to help me influence the mentee.					

Your Strength of Influence - Worksheet	Almost	Seldom	Sometim	Often	Almost always
Q19: I explain the logical process for how potential problems and concerns will be handled.					
Q 20: I intend to make the mentee's job more interesting.					
Q 21: I appeal to the mentee's self-image.					
Q 22: I offer to help the mentee with other regular work.					
Q 23: I involve the mentee in the larger picture of deciding how to meet my goals.					
Q 24: I develop strategic alliances by networking with key stakeholders who will help me in developing my influencing strategy.					

Step 2:

Add up all the point from your responses according to the following formula:

Scale 1: add Q1 + Q7 + Q13 + Q19 = _____ This is your *organizational benefit* score.

Scale 2: add Q2 + Q8 + Q14 + Q20 = _____ This is your *personal benefit* score.

Scale 3: add Q3 + Q9 + Q15 + Q21 = _____ This is your *emotional appeals* score.

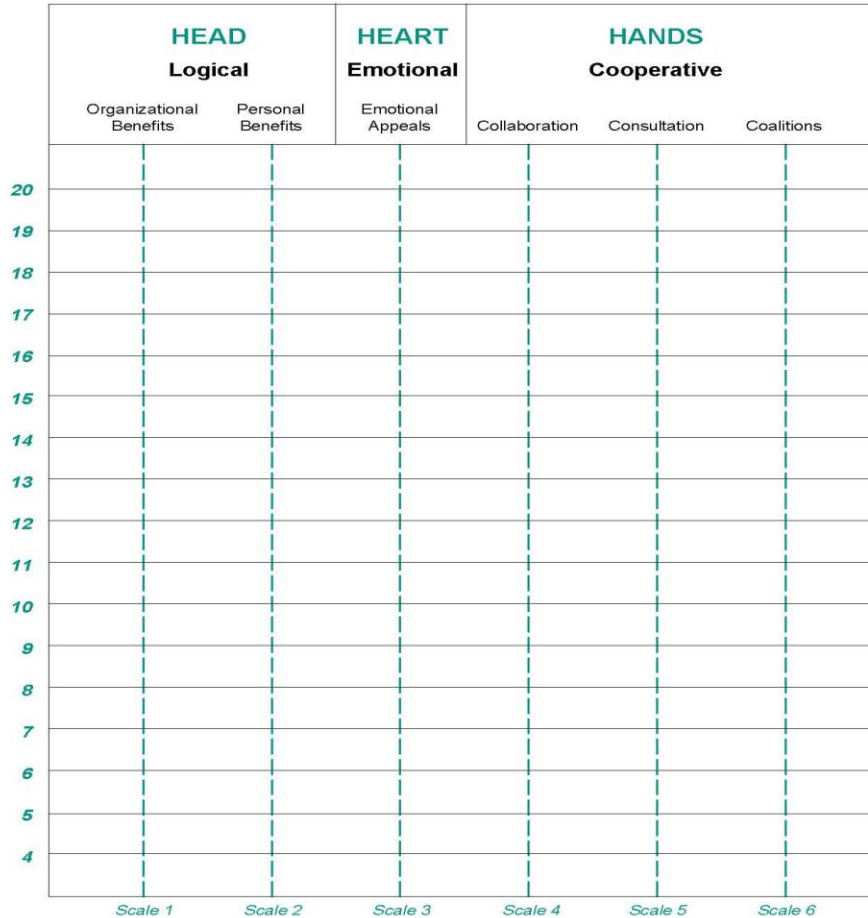Scale 4: add Q4 + Q10 + Q16 + Q22 = _____ This is your *collaboration* score.

Scale 5: add Q5 + Q11 + Q17 + Q23 = _____ This is your *consultation* score.

Scale 6: add Q6 + Q12 + Q18 + Q24 = _____ This is your *coalition* score.

The scores for each scale will range from 4 to 20!

Your Strength of Influence: A Self-Guided Worksheet
GRAPH

Plot each of your scores on the graph below and then connect the dots. This will show which influence tactics you can develop to be more effective.

	HEAD		HEART	HANDS		
	Logical		Emotional	Cooperative		
	Organizational Benefits	Personal Benefits	Emotional Appeals	Collaboration	Consultation	Coalitions

(Scale from 4 to 20 plotted against Scale 1, Scale 2, Scale 3, Scale 4, Scale 5, Scale 6)

Step 3: Transfer your scores in the graph on the left: [2]

For each of the scales, mark the point on the green dotted line that represents the numerical score given on the previous page.

Usually, the influencing tactics that we use are the ones that we are influenced by. In some ways, the tactics you use are a reflection of your own personality.

The graph illustrates that you can either stress logical arguments, appeal to emotions or engage in cooperative action - in short: HEAD - HEART - HANDS!

Think about it?

Answer Box # 2

According to the graph, which areas of influencing others are underdeveloped? Which tactics do you prefer? Reflect on this and share your findings with a partner!

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[2] You can download more copies of this worksheet from: http://www.ccl.org/leadership/pdf/publications/influencegraph.pdf

It is important to note that just because we are influenced in a certain way, does not mean that the mentee will be influenced in the same way. It is important to understand their style as well. To maximize your influence on the mentee, you have to use all the different tactics. You can build confidence in doing this by carefully planning situations in which you want to influence certain action steps from the mentee. Remember what we said at the beginning of this course. Successful mentoring requires intentionality and planning. A mentoring session is just one expression of intentional influence.

Influence Planning Tool

Goals: What would I like the mentee to learn? What actions must be taken? What progress must be made?	
Influence: How can I best prepare for the next mentoring session and use my influence skills?	
HEAD: Which logical appeals will be most effective?	
What specifically will I say and do to use this tactic?	
HEART: Which emotional appeals will be most effective?	
What specifically will I say and do to use this tactic?	
HANDS: Which cooperative appeals will be most effective?	
What specifically will I say and do to use this tactic?	
What possible responses can I anticipate from the mentee?	
What possible counter argument do I have to present?	
How to we move towards the desired outcome?	

Mind Tool Kit

How the mind works

The Theory of Multiple Intelligences

In 1983, Howard Gardner introduced his Theory of Multiple Intelligences in a seminal book, Frames of Mind. Based on his experience as professor in the Harvard Graduate School of Education, his work as a psychologist researching brain injuries, and his long interest and involvement in the arts, he suggested that intelligence is not a single attribute that can be measured and given a number. He pointed out that 'I.Q. tests' measure primarily verbal, logical-mathematical, and some spatial intelligence. Believing that there are many other kinds of intelligence that are important aspects of human capabilities, he proposed that they also include visual/spatial, bodily/kinesthetic, musical, interpersonal, and intrapersonal intelligences. More recently he added naturalist intelligence to this list and suggested that there may be other possibilities including spiritual and existential.

The theory of multiple intelligences has strong implications for adult learning and development. Many adults find themselves in jobs that do not make optimal use of their most highly developed intelligences (for example, the highly bodily-kinesthetic individual who is stuck in a linguistic or logical desk-job when he or she would be much happier in a job where they could move around, such as a recreational leader, a forest ranger, or physical therapist). Furthermore it helps to understand the best way someone learns and applies knowledge.

But before we go to the application of this theory for self-development and learning, let us briefly outline the concept and theory of MI and describe those intelligences as Howard Gardner understands them:

- *Linguistic Intelligence*--involves having a mastery of language. This intelligence includes the ability to effectively manipulate language to express oneself rhetorically or poetically. It also allows one to use language as a means to remember information.

- *Logical-Mathematical Intelligence*--consists of the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking. Most tests of intelligence (IQ tests) focus on those two traditional scholastic intelligences.

- *Musical Intelligence*--encompasses the capability to recognize and compose musical pitches, tones, and rhythms.

- *Spatial Intelligence*--gives one the ability to manipulate and create mental images in order to solve problems, the capacity to form mental imagery of the world.

- *Bodily-Kinesthetic Intelligence*--is the ability to use one's mental abilities to coordinate one's own bodily movements. The capacity to solve problems or fashion products using your whole body, or parts of your body, like your hands and mouth.

The next two intelligences have to do with the world of human beings.

- *Interpersonal Intelligences*--involves the understanding of other persons - how to interact with them, how to motivate them, how to understand their personalities etc.

- *Intrapersonal Intelligence* is the capacity to understand oneself - one's strengths, weaknesses, desires and fears.

   (The recent writings of Daniel Goleman about emotional intelligence are similar to what Howard means by the two personal intelligences.)

- *Naturalist Intelligence* involves the capacity to make consequential distinctions in nature - between one plant and another, among animals, mountains and the like.

Howard does not claim that this list of intelligences is final and admits that there may be other intelligences that he has not identified or described. Sometimes he speaks from 8 ½ intelligences, he calls the 'Existential Intelligence" the intelligence of the big questions. When children ask about the size of the universe, adults ponder death, love or conflict, or the future or the universe, they engage in existential issues. Other theorists have added a spiritual intelligence and others especially in our technology driven world talk about digital intelligence.

But for our purpose we consider the seven or eight (naturalist was added later by Gardner) intelligences.

Howard Gardner claims that all of us have all seven or eight intelligences, and those eight only very rarely operate independently. Rather, the intelligences are used concurrently and typically complement each other as individuals develop skills or solve problems.

Gardner argues that culture also plays a large role in the development of the intelligences. All societies value different types of intelligences. The cultural value placed upon the ability to perform certain tasks provides the motivation to become skilled in those areas. Thus, while particular intelligences might be highly evolved in many people of one culture, those same intelligences might not be as developed in the individuals of another.

Furthermore he asserts that no two individuals have exactly the same profile of intelligences.

Although Howard Gardner calls himself foremost a psychologist, the theory of MI has found its most profound application in the field of education.

One especially appropriate deduction for this theory was the observation of learning styles.

For example, if you're teaching or learning about the law of supply and demand in economics, you might read about it (linguistic), study mathematical formulas that express it (logical-mathematical), examine a graphic chart that illustrates the principle (spatial), observe the law in the natural world (naturalist) or in the human world of commerce (interpersonal); examine the law in terms of your own body [e.g. when you supply your body with food, the hunger demand goes down; when there's very little supply, your stomach's demand for food goes way up and you get hungry] (bodily-kinesthetic and intrapersonal); and/or write a song (or find an existing song) that demonstrates the law.

You don't have to teach or learn something in all eight ways, just see what the possibilities are, and then decide which particular pathways interest you the most, or seem to be the most effective teaching or learning tools. The theory of multiple intelligences is so intriguing because it expands our horizon of available teaching/learning tools beyond the conventional linguistic.

The type of intelligence we use most dominantly is partly a function of our brain, culture and learning style.

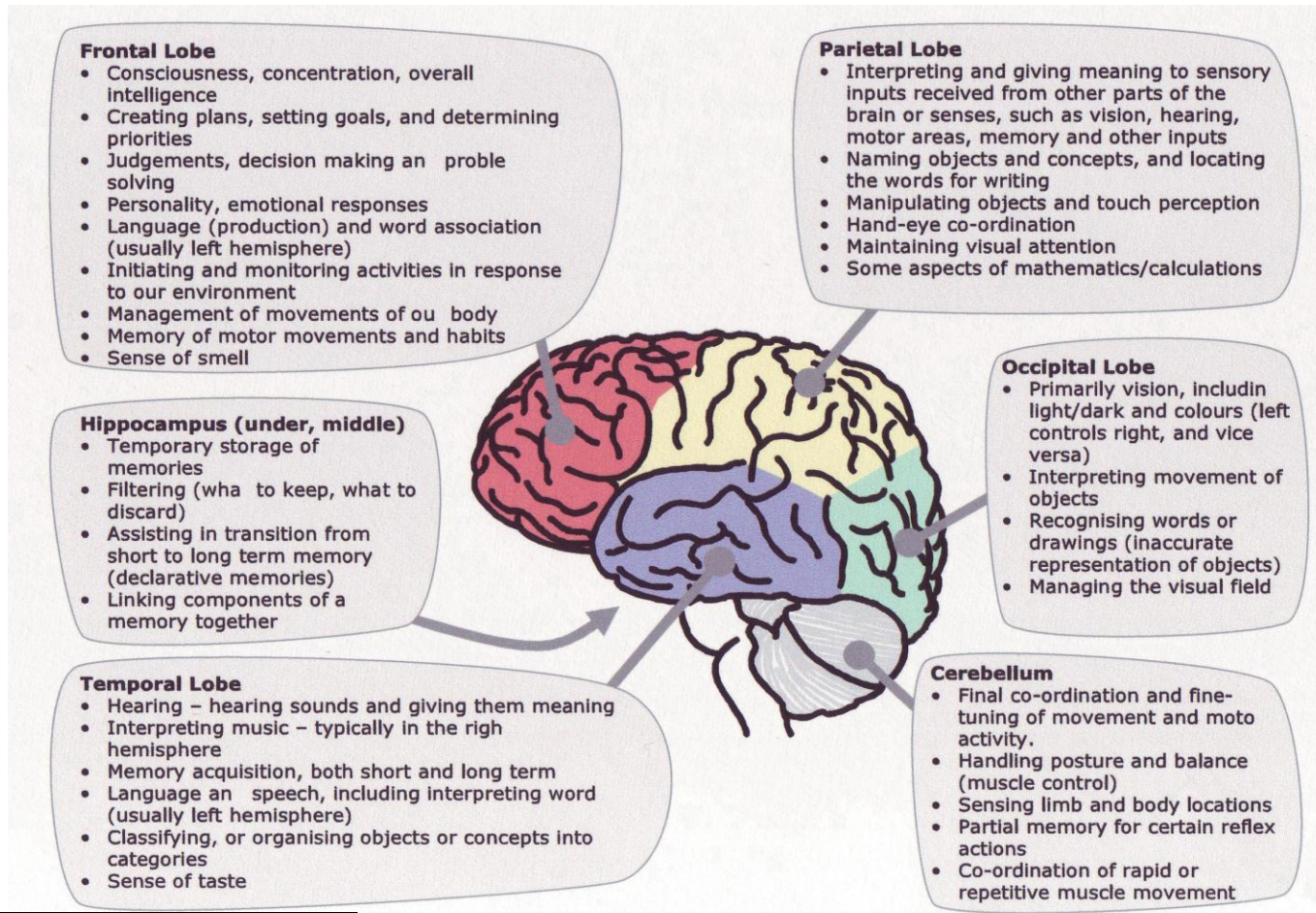**Summary Table - Multiple Intelligences**

Multiple Intelligence	Learning Style	Everybody is 'smart'
Linguistic Intelligence	**Verbal**	Word-smart
Logical - mathematical Intelligence	**Logical (reasoning)**	Number-smart
Musical Intelligence	**Aural**	Sound-smart
Spatial Intelligence	**Visual**	Picture-smart
Bodily-Kinesthetic Intelligence	**Physical**	Body-smart
Interpersonal Intelligence	**Social**	People-smart
Intrapersonal Intelligence	**Solitary**	Self-smart
Naturalist Intelligence	**Naturalistic**	Nature-smart

Concluding this brief discussion on MI (Multiple Intelligences) - using an illustration from Gardner - one way to think about intelligences is as a set of relatively independent computers. One part of your brain like a computer network where one computer is primarily dealing with language, another with spatial information, while yet another computer deals with other people. We use some computers on the network more than we use others.

Research has shown that we use different parts of our brain for different intelligences.

Through brain-imaging technologies researchers have been able to find out what key areas of our brain are responsible for certain functions.

Brain Regions and Functions[3]

Frontal Lobe
- Consciousness, concentration, overall intelligence
- Creating plans, setting goals, and determining priorities
- Judgements, decision making an proble solving
- Personality, emotional responses
- Language (production) and word association (usually left hemisphere)
- Initiating and monitoring activities in response to our environment
- Management of movements of ou body
- Memory of motor movements and habits
- Sense of smell

Hippocampus (under, middle)
- Temporary storage of memories
- Filtering (wha to keep, what to discard)
- Assisting in transition from short to long term memory (declarative memories)
- Linking components of a memory together

Temporal Lobe
- Hearing – hearing sounds and giving them meaning
- Interpreting music – typically in the righ hemisphere
- Memory acquisition, both short and long term
- Language an speech, including interpreting word (usually left hemisphere)
- Classifying, or organising objects or concepts into categories
- Sense of taste

Parietal Lobe
- Interpreting and giving meaning to sensory inputs received from other parts of the brain or senses, such as vision, hearing, motor areas, memory and other inputs
- Naming objects and concepts, and locating the words for writing
- Manipulating objects and touch perception
- Hand-eye co-ordination
- Maintaining visual attention
- Some aspects of mathematics/calculations

Occipital Lobe
- Primarily vision, includin light/dark and colours (left controls right, and vice versa)
- Interpreting movement of objects
- Recognising words or drawings (inaccurate representation of objects)
- Managing the visual field

Cerebellum
- Final co-ordination and fine-tuning of movement and moto activity.
- Handling posture and balance (muscle control)
- Sensing limb and body locations
- Partial memory for certain reflex actions
- Co-ordination of rapid or repetitive muscle movement

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[3] Memletics, Accelerated Learning Manual, Sean Whitely, published by Advangogy.com 2004

You may have heard about the "left brain/ right brain' model, where the left brain is more responsible for the logical, reason and knowing, and the right side focuses on emotions, feelings and the visual sense. According to recent research the brain is more complex than this left/right brain model accommodates and the brain is a rich interplay between both hemispheres.

Think about it?

learning

Answer Box # 3

Before we do a detailed questionnaire try to analyze yourself, in your personal teaching and learning. What helps you most (see the above example on supply and demand in economics)?

YES   NO

		• words (linguistic intelligence)
		• numbers or logic (logical-mathematical intelligence)
		• pictures (spatial intelligence)
		• music (musical intelligence)
		• self-reflection (intrapersonal intelligence)
		• a physical experience (bodily-kinesthetic intelligence)
		• a social experience (interpersonal intelligence), and/or
		• an experience in the natural world. (naturalist intelligence)

Learning Styles

In the subsequent section we want to help discover your predominant and secondary learning style(s). Each of you will be very unique and different. And no style or combination is the "right" mix. Nor are your learning styles fixed. You can improve your learning and understanding by using more of your dominant learning style. At the same time you can develop your ability in using secondary learning styles.

Your Multiple Intelligence Profile

Step 1

Read the following statements and write the corresponding number in the box that you most agree with. They are a total of 48 questions and you must answer every one.

Your Multiple Intelligence - Worksheet	This is not like me at all	I am very rarely like this	This is sometimes like me	I am like this more often than not	I am always like this
Statement	**1**	**2**	**3**	**4**	**5**
1 I am happy in my own company and have interests and hobbies that I like to do alone.					
2 I am a tinkerer, I like pulling things apart and usually get them back together. I can easily follow instructions represented in diagrams.					
3 I like to do detailed lists, to-do lists and usually I number the items according to priority.					
4 I have a good sense of color.					
5 Pollution makes me angry.					
6 I like to read everything, magazines, books, newspaper even road signs and billboards etc.					
7 I enjoy finding associations, for example between numbers or objects, I like to classify or group things to help me understand the relationship between them.					
8 In normal conversations I like to use references to other topics and events I have heard or read about					
9 I am goal oriented and know the direction I want to take in life and work					
10 I like to think out ideas or solve problems while doing something physical.					
11 Jingles, themes or parts of songs pop into my head at random.					

	Your Multiple Intelligence - Worksheet	This is not like me at all	I am very rarely like this	This is sometimes like me	I am like this more often than not	I am always like this
	Statement	**1**	**2**	**3**	**4**	**5**
12	I prefer to study and work alone					
13	I can easily visualize objects, buildings, scenarios etc. from descriptions and plans.					
14	I listen to music when I drive in the car, even when I study or at work (if possible).					
15	I spend time alone to reflect and think about my life.					
16	I communicate well with others and often act as a mediator between them					
17	I can easily balance a checkbook, make budgets or set numerical goals.					
18	I prefer to talk over problems, issues and ideas with others rather than working on them by myself.					
19	I can recognize and name different types of birds, trees and plants					
20	I rarely get lost, have a good sense of direction and easily use maps.					
21	I prefer to touch or handle something to understand how it works					
22	I love telling stories, or using metaphors or anecdotes and I like crossword puzzles, scrabble and other word					
23	I like gardening and/or dancing and/or sports and exercise.					
24	I use diagrams and scribbles to communicate ideas and information. I love whiteboards and color pens.					
25	I use specific examples and references to support my point of view.					
26	I can easily express myself, orally and in writing. I like using the right word at the right time and can explain ideas and information to others.					
27	I use rhythm or rhyme to remember items, like phone numbers, PIN numbers etc.					
28	I like being a mentor and guide for others					
29	I like fieldtrips that is a great way for me to aid my learning.					
30	I keep a personal journal or diary to record my thoughts and like to read self-help books to learn more about myself					
31	I hear small things that others don't					

	Your Multiple Intelligence - Worksheet	This is not like me at all	I am very rarely like this	This is sometimes like me	I am like this more often than not	I am always like this
	Statement	**1**	**2**	**3**	**4**	**5**
32	I like and keep pets (if possible).					
33	I think independently and make up my own mind. I understand my strength and weaknesses					
34	I use many hand gestures or other body language when communicating with others.					
35	I don't mind taking the lead and showing others the way ahead.					
36	I enjoy being outdoors when I learn.					
37	I don't like silence. I prefer some background music or other noise to silence.					
38	I can easy remember the features of the world around me, like trees, mountains and use them as a point of orientation to find my way.					
39	Occasionally I realized that I am tapping in time to music or start whistling to a tune. Even after hearing a tune only a few times, I can remember it.					
40	I like chess or other strategy games or brainteasers.					
41	I like getting out of the house and being at parties or other social events.					
42	I easily absorb information through reading or lectures. The actual words and phrases come back to me.					
43	I like the textures and feel of clothes, furniture or other objects.					
44	I enjoy learning in a classroom, the interaction helps my learning					
45	I like making models, or working out jigsaws					
46	I like using a camera or video camera to capture the world around me.					
47	I solve problems by "thinking out loud". I talk through issues, questions and possible solutions.					
48	I use a specific step by step process to work out problems, and I like to understand how and why things work or not.					

Step 2 - Scoring

After completing all questions/ statements please use the scoring sheet below. For Statement 1 - fill whatever number you have recorded under step 1 - from 1 to 5 and **fill it in the row one in the blue shaded cell**. All scores will go in the blue box of their row.

Example:

1							4	
2				3				
3		1						
…...								
TOTAL	12	6	5	22	13	7	28	17

After you have filled all the answers/ points in the blue shaded areas, add up each column and write the totals in the last row of the sheet

Scoring Table

1							▇	
2				▇				
3		▇						
4				▇				
5								▇
6	▇							
7		▇						
8	▇							
9							▇	
10					▇			
11			▇					
12							▇	
13				▇				
14			▇					
15							▇	
16					▇			

17		▓						
18						▓		
19								▓
20				▓				
21					▓			
22	▓							
23					▓			
24				▓				
25		▓						
26	▓							
27			▓					
28						▓		
29								▓
30							▓	
31			▓					
32								▓
33							▓	
34					▓			
35						▓		
36								▓
37			▓					
38								▓
39			▓					
40		▓						
41						▓		
42	▓							
43					▓			
44						▓		
45					▓			
46				▓				
47	▓							
48		▓						
TOTAL								

Interpretation Table - Overall Totals:

Transfer your totals from the Scoring Table into the Interpretation Table.

	Linguistic Intelligence	Logical Intelligence	Musical Intelligence	Spatial Intelligence	Bodily & Kinesthetic Intelligence	Interpersonal Intelligence	Intrapersonal Intelligence	Naturalist Intelligence
TOTAL								
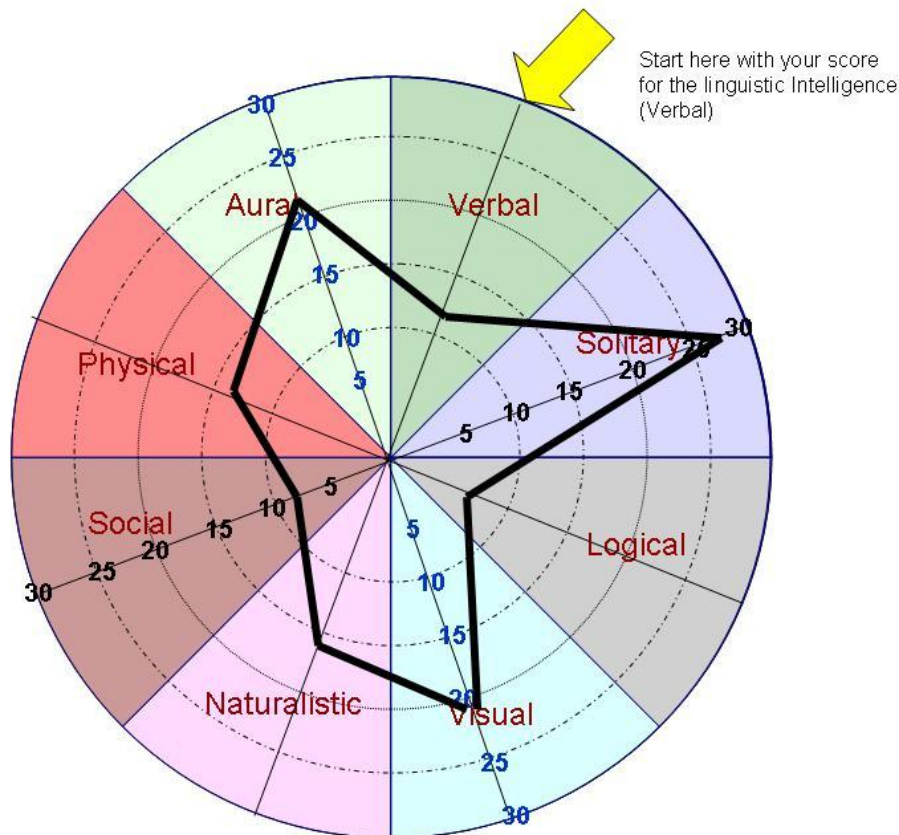
Step 3 - Graph your Results

Lastly graph your results on the style graph below. Start on the verbal-linguistic axis. Mark the point representing the score on each axis according to your results. Then join the dots by drawing a straight line between them. The graph visualizes which styles you use more often against those you use less often. The closer in the point is to the center, the less often you use that "intelligence." The farther out to the periphery (higher score), the greater the use and preference for that "intelligence."

To the left is an example of a completed graph. On the next page is a blank chart to use to graph your "style" of learning.

Start here with your score for the linguistic Intelligence (Verbal)

153

Your Results:

Start here with your score for the linguistic Intelligence (Verbal)
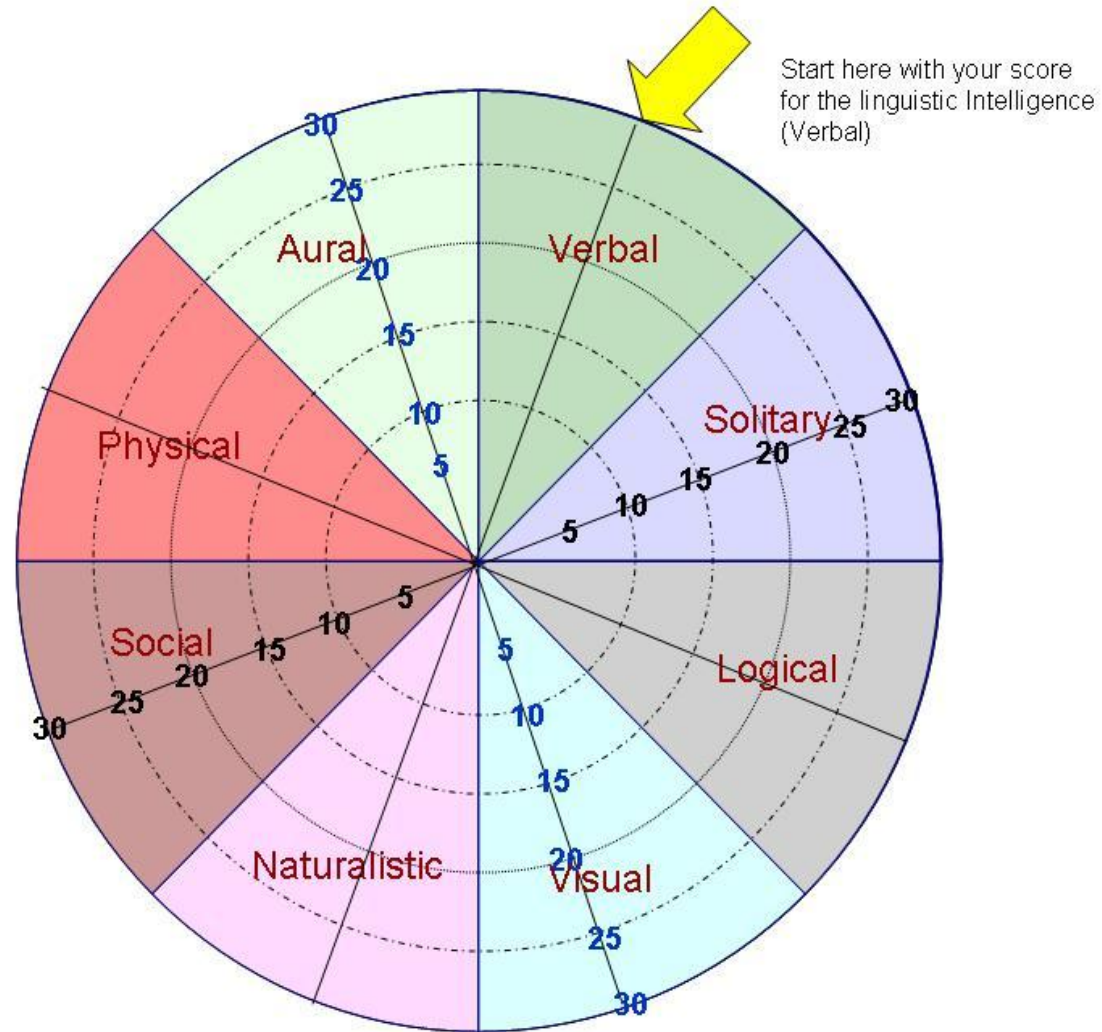
Think about it?

Answer Box # 4

Discuss what you discovered from the above exercise about your learning style with a friend!

It is important to understand how *you* learn, but when teaching or mentoring, it will be important for you to know how the mentee or the recipient of the information learns best. This is where it is a good idea to have an understanding of all of the learning styles.

Try it out:

After sharing your learning style with a partner, take 5 minutes to teach your partner about your favorite hobby/pass time using *their* learning style, instead of yours (this is a good activity to do with children as well).

An Overview of the different styles

reading

Please read "An Overview of Learning Styles" in the reading section of this unit.

Think about it?

Answer Box # 5

After finishing your reading - make a list of techniques that you want to employ in your learning according to your learning style.

How will this affect how you teach others?

What other learning styles do you want to use more in the future? How?

How can you gain an understanding of the learning styles of those around you?

Assignment

application

Final Assignment

WRITTEN ASSIGNMENT TO BE HANDED IN TO YOUR COURSE FACILITATOR

1.   Give examples from either a mentoring relationship or your general work situation, when you used 'logical appeals - head', 'emotional appeals - heart' or ' cooperative appeals - hands' and what worked best for influencing others and why!
PERSONAL ACTION ITEM

2.   See Answer box # 5
MENTORING PORTFOLIO

3.   Attach your personalized learning style graph and write some comments about your dominant intelligence. What plans do you have to employ other learning styles in your own education, work and relationships, and how will this knowledge influence how you will teach or mentor others?

reading

Readings

The following summary of the different learning styles is taken with permission from the author from Sean Whitely's web site on Learning Styles © Advanogy.com 2003 - you can get additional information at http://www.learning-styles-online.com/overview/ , accessed 9/5/2008

Discover your Learning Styles

The visual (spatial) learning style

If you use the visual style, you prefer using images, pictures, colors, and maps to organize information and communicate with others. You can easily visualize objects, plans and outcomes in your mind's eye. You also have a good spatial sense, which gives you a good sense of direction. You can easily find your way around using maps, and you rarely get lost. When you walk out of an elevator, you instinctively know which way to turn.

The whiteboard is a best friend (or would be if you had access to one). You love drawing, scribbling and doodling, especially with colors. You typically have a good dress sense and color balance (although not always!).

Common pursuits

Some pursuits that make the most use of the visual style are visual art, architecture, photography, video or film, design, planning (especially strategic), and navigation.

Common phrases

You may use phrases like these:

Let's look at it differently.
See how this works for you.
I can't quite picture it.
Let's draw a diagram or map.
I'd like to get a different perspective.
I never forget a face.

Learning and techniques

If you are a visual learner, use images, pictures, color and other visual media to help you learn. Incorporate much imagery into your visualizations.

You may find that visualization comes easily to you. This also means that you may have to make your visualizations stand out more. This makes sure new material is obvious among all the other visual images you have floating around inside your head.

Use color, layout, and spatial organization in your associations, and use many "visual words" in your assertions. Examples include see, picture, perspective, visual, and map.

Use mind maps. Use color and pictures in place of text, wherever possible. If you don't use the computer, make sure you have at least four different color pens.

Systems diagrams can help you visualize the links between parts of a system, for example major engine parts or the principle of sailing in equilibrium. Replace words with pictures, and use color to highlight major and minor links.

The visual journey or story technique helps you memorize content that isn't easy to "see." The visual story approach for memorizing procedures is a good example of this.

Peg words and events come easily to you, however you need to spend some time learning at least the first ten peg words. Afterwards, your ability to visualize helps you peg content quickly.

The swish technique[i] for changing behaviors also works well for you, as it relies on visualization.

The aural (auditory-musical-rhythmic) learning style

If you use the aural style, you like to work with sound and music. You have a good sense of pitch and rhythm. You typically can sing, play a musical instrument, or identify the sounds of different instruments. Certain music invokes strong emotions. You notice the music playing in the background of movies, TV shows and other media. You often find yourself humming or tapping a song or jingle, or a theme or jingle pops into your head without prompting.

Common Pursuits

Some pursuits that use the aural style are playing, conducting, or composing music, and sound engineering (mixing and audiovisual work).

Common phrases

You may use phrases like these:
That sounds about right.
That rings a bell.
It's coming through loud and clear.
Tune in to what I'm saying
Clear as a bell.
That's music to my ears.

Learning and techniques

If you are an aural learner, use sound, rhyme, and music in your learning. Focus on using aural content in your association and visualization.

Use sound recordings to provide a background and help you get into visualizations. For example, use a recording of an aircraft engine running normally, playing loudly via a headset, to practice flight procedures. Use a recording of the sound of wind and water when visualizing sailing maneuvers. If you don't have these recordings, consider creating them while next out training.

When creating mnemonics or acrostics, make the most of rhythm and rhyme, or set them to a jingle or part of a song.

Use the anchoring technique to recall various states that music invokes in you. If you have some particular music or song that makes you want to "take on the world," play it back and anchor your emotions and state. When you need the boost, you can easily recall the state without needing the music.

The verbal (linguistic) learning style

The verbal style involves both the written and spoken word. If you use this style, you find it easy to express yourself, both in writing and verbally. You love reading and writing. You like playing on the meaning or sound of words, such as in tongue twisters, rhymes, limericks and the like. You know the meaning of many words, and regularly make an effort to find the meaning of new words. You use these words, as well as phrases you have picked up recently, when talking to others.

Common pursuits

Pursuits that use the verbal style include public speaking, debating, politics, writing and journalism.

Common phrases

You may use phrases like these:

> Tell me word for word…
> Let's talk later.
> The word you're looking for is…
> I hear you but I'm not sure I agree.
> Let me spell it out for you.
> In other words…

Learning and techniques

If you are a verbal learner, try the techniques that involve speaking and writing. Find ways to incorporate more speaking and writing in techniques. For example, talk yourself through procedures in the simulator, or use recordings of your content for repetition.

Make the most of the word-based techniques such as assertions and scripting. Use rhyme and rhythm in your assertions where you can, and be sure to read important ones aloud. Set some key points to a familiar song, jingle or theme.

Mnemonics are your friends for recalling lists of information. Acronym mnemonics use words, focusing on the first letter of the word to make up another word or memorable sequence. You can also make up phrases using the items you want to memorize.

Scripting is also powerful for you. You don't just have to write them down. Record your scripts using a tape or digital audio recorder (such as an MP3 player), and use it later for reviews.

When you read content aloud, make it dramatic and varied. Instead of using a monotone voice to go over a procedure, turn it into a lively and energetic speech worthy of the theatre. Not only does this help your recall, you get to practice your dramatic presence!

Try working with others and using role-playing to learn verbal exchanges such as negotiations, sales or radio calls.

The physical (bodily-kinesthetic) learning style

If the physical style is more like you, it's likely that you use your body and sense of touch to learn about the world around you. It's likely you like sports and exercise, and other physical activities such as gardening or woodworking. You like to think out issues, ideas and problems while you exercise. You would rather go for a run or walk if something is bothering you, rather than sitting at home.

You are more sensitive to the physical world around you. You notice and appreciate textures, for example in clothes or furniture. You like "getting your hands dirty," or making models, or working out jigsaws.

You typically use larger hand gestures and other body language to communicate. You probably don't mind getting up and dancing either, at least when the time is right. You either love the physical action of theme park rides, or they upset your inner body sense too much and so you avoid them altogether.

When you are learning a new skill or topic, you would prefer to "jump in" and play with the physical parts as soon as possible. You would prefer to pull an engine apart and put it back together, rather than reading or looking at diagrams about how it works.

The thought of sitting in a lecture listening to someone else talk is repulsive. In those circumstances, you fidget or can't sit still for long. You want to get up and move around.

Common pursuits

Pursuits that involve the physical style include general physical work, mechanical, construction and repair work, sports and athletics, drama and dancing.

Common phrases

You may use phrases like these:

> That feels right to me.
> I can't get a grip on this…
> Stay in touch.
> Get in touch with…
> That doesn't sit right with me.
> I have good feelings about this.
> My gut is telling me…
> I follow your drift.

Learning and techniques

If you use a physical style, use touch, action, movement and hands-on work in your learning activities. For visualization, focus on the sensations you would expect in each scenario. For example, if you are visualizing a tack (turn) on a sailboat, focus on physical sensations. Feel the pressure against your hand as you turn the rudder, and the tension lessening on the ropes. Feel the wind change to the other side, feel the thud as the sail swaps with the wind, and feel the boat speed up as you start the new leg.

For assertions and scripting, describe the physical feelings of your actions. For example, a pilot might script as follows: "I feel the friction as I push the throttle forward to start my takeoff run. The controls start to feel more responsive as I check the airspeed, oil pressure and temperature. At takeoff speed, I pull back slightly, and I feel the vibrations of the wheels stop as the plane leaves the ground. After a few moments, I reach down and set the gear selector to up. I feel the satisfying bump as the gear stops fully up."

Use physical objects as much as possible. Physically touch objects as you learn about what they do. Flashcards can help you memorize information because you can touch and move them around.

Keep in mind as well that writing and drawing diagrams are physical activities, so don't neglect these techniques. Perhaps use big sheets of paper and large color markers for your diagrams. You then get more action from the drawing.

Use breathing and relaxation to focus your state while you learn and perform. Focus on staying calm, centered, relaxed and aware. If you want to gain more control over your physical state, look up some references on Autogenics. This was a secret behind the great Russian athletic performances over the past few decades.

Use role-playing, either singularly or with someone else, to practice skills and behaviors. Find ways to act out or simulate what you are learning.

The logical (mathematical) learning style

If you use the logical style, you like using your brain for logical and mathematical reasoning. You can recognize patterns easily, as well as connections between seemingly meaningless content. This also leads you to classify and group information to help you learn or understand it.

You work well with numbers and you can perform complex calculations. You remember the basics of trigonometry and algebra, and you can do moderately complex calculations in your head.

You typically work through problems and issues in a systematic way, and you like to create procedures for future use. You are happy setting numerical targets and budgets, and you track your progress towards these. You like creating agendas, itineraries, and to-do lists, and you typically number and rank them before putting them into action.

Your scientific approach to thinking means you often support your points with logical examples or statistics. You pick up logic flaws in other peoples words, writing or actions, and you may point these out to people (not always to everyone's amusement).

You like working out strategies and using simulation. You may like games such as brainteasers, backgammon, and chess. You may also like PC games such as Dune II, Star craft, Age of Empires, Sid Meier games and others.

Common pursuits

People with a strong logical style are likely to follow such pursuits as the sciences, mathematics, accounting, detective work, law and computer programming.

Common phrases

You are more likely to use phrases that reflect your most dominant style out of the visual, aural or physical styles, however you may also use phrases like these:

That's logical.
Follow the process, procedure, or rules.
There's no pattern to this.
Let's make a list.
We can work it out.
Quantify it, or prove it!

Learning and techniques

If you are a logical learner, aim to understand the reasons behind your content and skills. Don't just rote learn. Understanding more detail behind your compulsory content helps you memorize and learn the material that you need to know. Explore the links between various systems, and note them down.

While you study, create and use lists by extracting key points from your material. You may also want to use statistics and other analysis to help you identify areas you may want to concentrate on.

Pay attention to your physical state, for example your breathing and stress level. It's possible that you isolate your own body from your rational thought. Remember that you are just as much a part of the "system" as any equipment you may be using.

Also remember that association often works well when it is illogical and irrational. It doesn't matter how logical two items are together.

You have a better chance of recalling them later if you have make the association illogical. Your brain may protest at first!

In your scripting though, highlight logical thoughts and behaviors. Highlight your ability to pick up systems and procedures easily, and that you can detect when you need to change a set procedure.

Make use of "systems thinking" to help understand the links between various parts of a system. An important point here is that systems thinking helps you understand the bigger picture. Often the whole is greater than the sum of the parts. For example, you may understand the individual aircraft systems and flight surfaces, but you may not have a view of how all those systems support flight in equilibrium. Systems diagrams can help you gain that understanding.

You may find it challenging to change existing behaviors or habits. You can rationalize all you want to about why you should change a behavior, but you may find it persists. Try the shunt technique to understand what behavior you currently have and what behavior you want to have. When you understand those behaviors, use the technique to divert from the old behavior to the new.

You may sometimes overanalyze certain parts of your learning or training. This can lead to analysis paralysis. You may be busy, but not moving towards your goal. If you find you are overanalyzing which school to start with, or you are over-planning your course maps, stop and refocus on activities that move you forward. Consider how much "bang for buck" you get from spending more time than necessary. Measure your activities by your speed towards your goal. Planning exactly how much time to spend on each chapter of theory doesn't help learn it anywhere near as fast as starting on the theory!

If you often focus from analysis paralysis, write "Do It Now" in big letters on some signs or post-it notes. Place them in strategic places around your work or study area.

The social (interpersonal) learning style

If you have a strong social style, you communicate well with people, both verbally and non-verbally. People listen to you or come to you for advice, and you are sensitive to their motivations, feelings or moods. You listen well and understand other's views. You may enjoy mentoring or counseling others.

You typically prefer learning in groups or classes, or you like to spend much one-on-one time with a teacher or an instructor. You heighten your learning by bouncing your thoughts off other people and listening to how they respond. You prefer to work through issues, ideas and problems with a group. You thoroughly enjoy working with a "clicking" or synergistic group of people.

You prefer to stay around after class and talk with others. You prefer social activities, rather than doing your own thing. You typically like games that involve other people, such as card games and board games. The same applies to team sports such as football or soccer, basketball, baseball, volleyball, baseball and hockey.

Common pursuits

Some examples of pursuits that people with a strong social style may follow include counseling, teaching, training and coaching, sales, politics, human resources, and others.

Common phrases

As with people with the logical style above, you are more likely to use phrases that reflect your dominant style out of physical, aural and visual styles. Here are some other phrases you may use:

> Let's work together on this.
> We can work it out.
> Tell me what you are thinking.
> Help me understand this.
> Let's pull some people together to discuss.
> Let's explore our options.

Learning and techniques

If you are a social learner, aim to work with others as much as possible. Try to study with a class. If this is not available then consider forming your own study group with others at a similar level. They don't have to be from the same school or class. If you like, introduce them to some of the techniques from this book. It may be easier for you to try some of the Memletic Techniques in a social setting, and work with the feedback from others.

Role-playing is a technique that works well with others, whether its one on one or with a group of people. For example, in aviation training, role-play the aerodrome area. Have people walking around in "circuits" making the right radio calls with the tower co-ordinating everyone. Another example might be to role-play with one person being the instructor and the other being the student.

Work on some of your associations and visualizations with other people. Make sure they understand the principles of what you are doing though, otherwise you may get some interesting responses! Others often have different perspectives and creative styles, and so the group may come up with more varied and imaginative associations compared to the ones you might create yourself.

Rather than reciting assertions to yourself, try sharing your key assertions with others. By doing so, you are almost signing a social contract that your assertion is what you do. This strengthens your assertions.

Share your reviews, review checklists and "perfect performance" scripts with those in your group as well. By listening to how others solve their issues, you may get further ideas on how to solve your own issues. Try sharing the work of creating a "perfect performance" script.

Each person writes the script for the areas they want to work on the most, and then the group brings all the scripts together.

Mind maps and systems diagrams are great to work on in class. Have one person be the appointed drawer, while the rest of the class works through material and suggests ideas. The group may have varied views on how to represent some ideas, however this is a positive part of learning in groups. If you can't agree on something, just take a copy of what the group has worked on and add your own thoughts. Often there is no right answer for everyone, so agree to disagree!

Working in groups to practice behaviors or procedures help you understand how to deal with variations. Seeing the mistakes or errors that others make can help you avoid them later. As well, the errors you make are helpful to others! Whether it's via role-playing, a simulator or other technique doesn't matter too much. Be imaginative. Two chairs in the middle of a classroom to simulate an aircraft cockpit can be just as good as computer simulation and the real activity.

Lastly, if you are working in groups it may help to have everyone do the learning styles questionnaire. This may help everyone understand why each person has different viewpoints. It can also help with assigning activities to people. Individuals may volunteer for activities based on either the styles they currently have, or the styles they want to learn. Remember the classroom is a risk-free environment. It's often safer to experiment, try out new techniques and make mistakes in the classroom than in the real activity.

The solitary (intrapersonal) learning style

If you have a solitary style, you are more private, introspective and independent. You can concentrate well, focusing your thoughts and feelings on your current topic. You are aware of your own thinking, and you may analyze the different ways you think and feel.

You spend time on self-analysis, and often reflect on past events and the way you approached them. You take time to ponder and assess your own accomplishments or challenges. You may keep a journal, diary or personal log to record your personal thoughts and events.

You like to spend time alone. You may have a personal hobby. You prefer traveling or holidaying in remote or places, away from crowds.

You feel that you know yourself. You think independently, and you know your mind. You may have attended self-development workshops, read self-help books or used other methods to develop a deeper understanding of yourself.

You prefer to work on problems by retreating to somewhere quiet and working through possible solutions. You may sometimes spend too much time trying to solve a problem that you could more easily solve by talking to someone.

You like to make plans and set goals. You know your direction in life and work. You prefer to work for yourself, or have thought a lot about it. If you don't know your current direction in life, you feel a deep sense of dissatisfaction.

Common pursuits

Those that have a strong solitary style include authors, researchers, park rangers and security guards. Peak performers in any field often have a good solitary style behind other more dominant styles.

Common phrases

Again you are more likely to use phrases that reflect your other dominant styles. Here are some other phrases you may use:

> I'd like some time to think it over.
> This is what I think or feel about that.
> I'd like to get away from everyone for a while.
> I'll get back to you on that.

Learning and techniques

You prefer to learn alone using self-study. When you spend time with an instructor or a teacher, you often only clarify information you haven't be able to clarify yourself. You may dislike learning in groups.

Don't be afraid to ask questions like "What's in this for me?" "Why does this matter?", "How can I use this idea?" Be aware of your inner thoughts and feeling towards various topics. This is because these inner thoughts have more of an impact on your motivation and ability to learn than they do in the other styles. Here are a few ideas to help this along:

Spend more time on the "Target" step of the Memletic Approach. Set your goals, objectives and plans. Define ultra-clear visualizations or scripts of what life is like once you've achieved your goals. Understand your reasons for undertaking each objective, and ensure that you are happy with your learning goals.

Align your goals and objectives with personal beliefs and values. If there is misalignment, you may run into issues with motivation or confidence. It's not always obvious what the underlying cause is. If you suspect a misalignment, try some of the techniques like "five whys" and "seventy by seven" to flush these issues out. Scripting and assertions also help highlight issues. If you script your goal and you find you don't like certain parts of it, that's probably a hint that you have some misalignment.

Create a personal interest in your topics. An example for pilots might be to learn more about other aviators, both current and past. Why do others find aviation interesting? What is in it for them? What keeps them motivated? Why do they work in the field?

You may also want to look at the people behind your books or material. What was their motivation to create it? Why do you think they organized the material in the way they did? Can you ask them?

Keep a log or journal. You may want to keep one separate from your normal journal or training log. Include extra information about your thoughts and feelings. Outline your challenges, ideas on how to overcome them, and what worked. Write down what works well and doesn't work well for you. While you are studying, be aware of thoughts or concerns that arise. Write them down and come back to them. Discuss with

others later if needed. Bear in mind it may be more efficient to put something that confuses you aside, and ask others later. This is often better than spending too much time trying to work it out yourself.

When you associate and visualize, highlight what you would be thinking and feeling at the time. You may want to do most of your visualization and association in private. I suggest you also try talking to others with more experience to get some idea of what thoughts and feelings they have in various circumstances.

Assertions are important for you. You drive yourself by the way you see yourself internally. Assertions are a good way to ensure your internal self-image matches your learning objectives. This also applies to the scripting techniques, so include your internal thinking and feelings in your scripts.

Modeling is a powerful technique for you. Don't just model behaviors and appearance. Try to get "inside their heads" and model the thought patterns and feelings you believe they have in various circumstances. You can gain ideas by talking to people or reading biographies.

Remember you don't have to find a single perfect model. Create a model that combines several people.

Be creative with role-playing. You don't always need other people to role-play with, because you can create plenty of people using visualization! For example, you can visualize your instructor beside you, or a colleague and you practicing a procedure or skill. Work with them and talk to them while you visualize. An advantage of this form of role-playing is that you can control their behavior!

When changing behaviors and habits, you need to have a strong desire to make the changes you want. Explore the benefits of making a change, and visualize scenarios in which you've already made the change. If you don't believe strongly in the benefits, you may find it difficult to change the behavior.

Your thoughts have a large influence on your performance and often safety. Your thoughts are just as much part of a system as is the physical equipment you are using, such as an aircraft, car or boat. In addition, other people are also part of those systems, so be aware that their thoughts and feelings can affect the overall system.

Years of refinement have made physical equipment, such as aircraft and boats, safe and reliable. For example, aircraft failure causes less than ten percent of all aircraft accidents. The largest percentage is pilot error, more than seventy percent. This is likely the case in many other fields. It's just not as visible when accidents happen. It's well worthwhile spending some time refining the reliability of your own systems.

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[i] The "Swish" technique is derived from NLP (neuro-linguistic-programming) psychology. It is a way of dealing with events that create negative and anxious feelings in a person when they are remembered and visualized. The technique, in brief, is:

1. Pick up the 'moment of anxiety' picture, and make sure it fills your entire vision, just as sharp, just as lifelike, just as 'squirm-making' as it was before, but with an important addition. The small, black-and-white 'moment of achievement' picture is tucked into the bottom left-hand corner.

2. When you have that image clearly in your mind, just say to yourself: 'S-W-I-S-H', at the same time changing the pictures over in your mind so that the 'moment of achievement' becomes the large colour picture and the 'moment of anxiety' shrinks to the size of a postage stamp tucked into the bottom left-hand corner, becoming black-and-white as it does so.

3. Enjoy it for just a few moments.

4. Let your mind drift to some neutral place. This can be anywhere you like - a room in your house, the park, a deserted beach, anywhere, as long as it's a place where you are comfortable and at ease. It's very important that you perform this switch to a neutral place each time.

Mentoring & Coaching
Unit 8
Leadership Coaching: Introduction

Development Associates International

Version 1.3

EMPOWERING
KINGDOM LEADERS

Unit 8 - Leadership Coaching: Introduction

Table of Contents Workbook:

Learning Objectives:

- Being able to define the difference between mentoring and coaching
- Differentiate the different forms of coaching
- Learn how to evaluate and pick the right coach

Mentoring Portfolio:

Your coaching philosophy - see final assignment box for details.

Introduction

lecturette

Have you been involved in any sports activities and teams at your school or in your community? Then you probably remember a coach as somebody with a whistle telling everybody what to do in order to improve your skills or win a game.

Today the word coach has a much wider meaning. All sorts of 'coaches' from life coach to executive coach offer their services.

In the following units we want to concentrate on the coaching quadrant you have been introduced to in Unit 2!

To transition from our discussions so far on mentoring into coaching read the article "Coaching for Growth" by Bert Watson in your reading section (page XX).
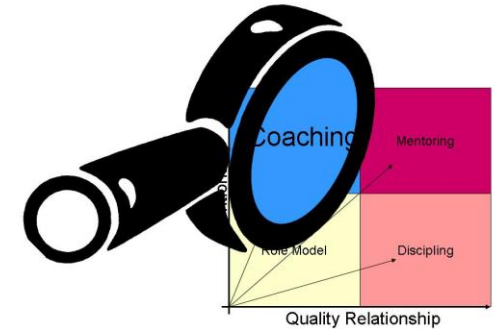
Think about it?

Answer Box # 1	
	What is the difference of mentoring and coaching according to the article by Bert Watson?
	How do you understand coaching at this point?
	Write your own working definition of coaching!

learning

The origin of the word coaching actually goes way back to A.D. 1500. Then it used for a particular kind of carriage. It still is used in this way of course, only we have replaced the horse drawn coaches with train coaches or even a bus is called a coach.

What is the meaning behind the word? What does the coach do to a person riding the train or bus? Figuratively speaking the coach helps the person to get from where he or she is right now to where he or she wants to be?

This is still a very good description of what coaching means in a wider sense.

Do you care much what make and model the bus or train is? Is it really important if it has a 6, 8 or 10 cylinder engine and runs on petrol or diesel? Probably not, all you care about is getting to your destination. Of course the more comfortable you are the better, but the result is all that counts.

In many ways that is similar in coaching, the relationship with the coach actually needs not to be as close as with a mentor, all you expect is help to improve certain aspects of your life or work. You want to feel comfortable in the relationship for sure, but it doesn't have to be a very close friendship.

What counts is the goal you have in mind and the way to get there and the support you get from the coach to reach this goal. The clearer all parties involved are about the expectations of the coaching process and expected results the better the coach can do his or her job.

A coach's primary function is to help the coachee to learn, grow and change. But the specific functions and roles are often left unclear and this tends to cause considerable confusion about expectations and can result in loss of time, effort and coaching effectiveness.

What does the coachee expect? To improve a skill? Remove a performance problem? Find purpose in life? Develop healthy habits? Control his or her emotions? Facilitate long term development?

Early in the coaching process these questions have to be answered. This will help to recognize the different roles in the process, provides a common language about coaching expectations, helps to evaluate success and results and sets the ground rules for the coaching engagement.

Think about it?

Answer Box # 2

What is the difference between coaching and other organized forms of learning like workshops and seminars?

Both settings are learning experiences but coaching is individualized. It is a one-on-one relationship that takes into consideration the coachee's personal knowledge base, context and learning styles. The learning pace is according to the individual's progress and there are much more defined accountability structures in the process. Whoever asked you what you have learnt at a workshop and keeps you responsible for applying some learning in your work situation? In coaching that is exactly what the coach is supposed to do.

Coaching is personal in another sense - coaching uncovers the blind spots and aims at changes that are sometimes hard and painful.

Coaching Matrix
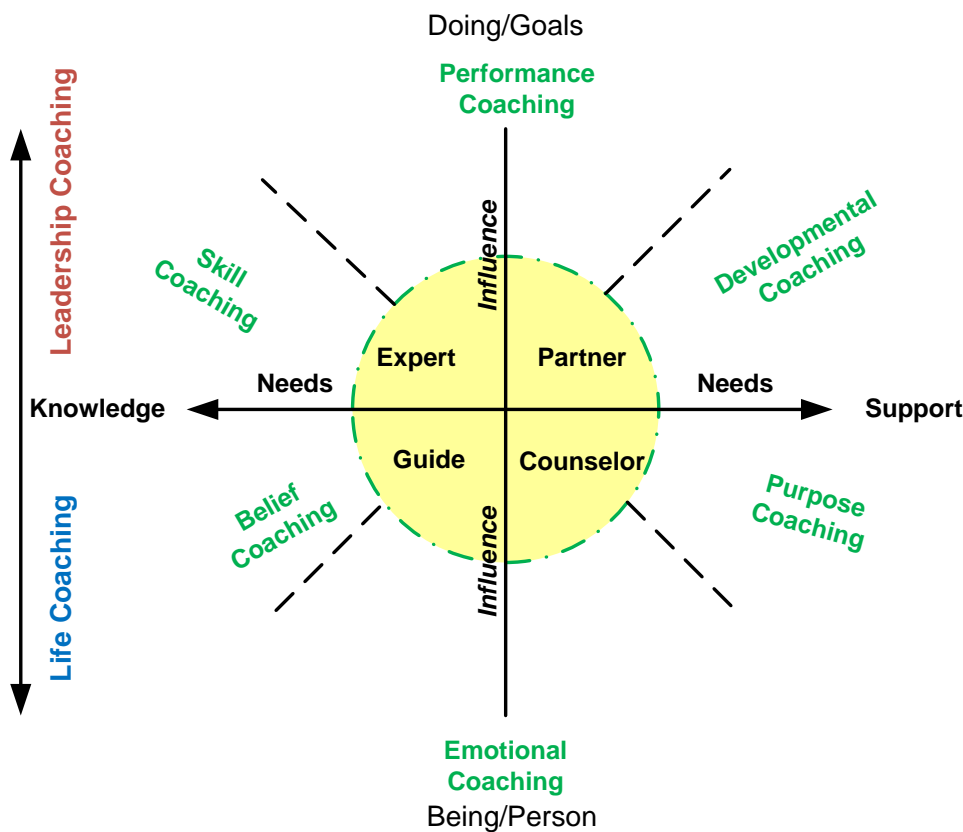
To give us right from the beginning a map on how this course understands coaching, let's look at Figure 7.1

Coaching Roles

In all the coaching literature we have surveyed, we haven't found a perfect classification of the coaching categories. What we have tried in Figure 7.1 is to "slice the pie" of coaching in a way that makes sense to us, but at the same time we recognize there could be many different ways. But it is our hope that this helps all of us to better understand the different types of coaching and what to expect. Because today there are many coaches offering their services as "executive coach" or "life coach" but that description is not necessarily helpful. The important question is "Coach who to what?"

The categories above may change as the field of coaching develops even more, but it is a start to help to select the right coach for the particular needs. Or help you to find out what your niche or strength is in coaching and offer your service in a more defined way.

The above coaching classification tries to develop the 'mentoring matrix' further and add the "coaching matrix". The dimensions remain the same, one person has certain needs either in terms of knowledge or support and uses the influence of another person to grow and change. However it should be mentioned that the further you move away for the center (the

intersection of both axes) the less direct influence the coach can exercise. A coach has little direct authority and control over the coachee. Which is not as negative as it may seem on the outset, instead the absence of formal authority makes it somewhat easier to achieve change, because the person being coached must be motivated internally, which could be much stronger and more lasting than an external motivated change.

The two major classifications are determined by the kind of change that the coachee expects. Is it more geared towards knowledge, attitude, skills and behavior then we like to call it 'Leadership Coaching'. Or sometimes you may find the term "behavioral coaching' used in literature. The whole area of executive coaching would fall into this category, although this type of coaching is useful for all kinds of leaders not only for the top executives. Most people who call themselves executive coaches specialize in behavioral or leadership coaching.

Further we classify leadership coaching in three distinct sub-categories depending on your primary goal for the coaching sessions:

Coaching for Leadership Skills - *Skill Coaching*

Coaching for Leadership Performance - *Performance Coaching*

Coaching for Leadership Development - *Development Coaching*

We will explain each of those categories shortly.

Life coaching is usually more focused on the whole person and tackles personal or spiritual growth, career development and general life issues. This is not to say that leadership coaching ignores life issues, on the contrary it should also have a holisitc perspective and see some behavior and leadership problems connected to other life issues. But life coaches usually spent more time on personal values, personal mission and the broader aspects of life.

Life Coaching according to the matrix would include:

Belief Coaching - transformation of the coachee's life through renewed biblical thinking

Emotion Coaching - transform the coachee's life by understanding their emotions and their origin

Purpose Coaching - transform the coachee's life byt discovering their unique and God-given purpose in life

The concentration in this course is on formal one-on-one coaching mainly for leadership development.

Different Leadership Coaching Definitions:

Here are some leadership coaching definitions, read them carefully and reflect in the next answer box on their similarities and differences:

"We define coaching as a practice in which the coachee and coach collaborate to assess and understand the coachee and his or her developmental task, to challenge current constraints while exploring new possibilities, and to ensure accountability and support for reaching goals and sustaining development." [1]

"Coaches are … advisors who help individuals, teams and/or corporations increase their leadership effectiveness"[2]

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[1] Sharon Ting & E.Wayne Hart, Formal Coaching, in *The Center for Creative Leadership, Handbook on Leadership Development* (2nd ed.). San Francisco: Jossey-Bass. p 116

"Executive coaching might be defined as a confidential, highly personal learning process".[3]

Think about it?

learning

> **Answer Box # 3**
>
> Thinks about the definitions above and compare it with your initial coaching definition, what is similar and what different. How would you update your initial working definition?

Ok, now it is your turn to finalize your own working definition, this is more than an academic exercise. We have to be clear what we are talking about. The more precise a coach and coachee can clarify their coaching expectations the more successful the coaching sessions will be.

Think about it?

learning

> **Answer Box # 4**
>
> Share your updated working definition with other students in your cohort.
>
> How would you expand your coaching definition after this discussion?

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[2] Howard Morgan, Phil Harkins, Marshall Goldsmith, The Art and Practice of Leadership Coaching, 2005, John Wiley and Sons, p.7
[3] Robert Witherspoon, Randall P. White, "Four Essential Ways that Coaching can help Executives, 1997, Center for Creative Leadership, p.5

Skill Coaching

Consider the following situation:

You are the Programs Director at a Christian relief and development organization. An important meeting with main sponsors is just around the corner when the President of the Organization comes down with a serious illness. It is not easy to re-schedule the meeting because most of the sponsors are busy people. So your boss asks you to chair and lead the meeting. He gives you the necessary documents and budget figures you need to make your case. He trusts that you present the organization well at the same time you indicate that finances and budgets have never been your strong site nor do you know how to put together a compelling Power Point Presentation. Both of you decide that you need to develop further skills and it was agreed to hire a coach to train you as there seems to be no one within the organization who could help you with this.

After meeting with the coach twice a week for the next four weeks you felt confident to present the organization, you prepared a good visual presentation and were able to explain financial information.

Think about it?

learning

Answer Box # 5

What are some characteristics of skill coaching?

When could skill coaching be appropriate?

The focus of skill coaching is usually on the present task or in some circumstances it could be for a special project, you were asked to embark on. The greatest advantage of skill coaching is the clear focus and the clarity of learning objectives. In our previous case it was a technology skill and financial understanding that was most needed. Hence the coaching sessions could be clearly structured around those goals.

In addition the coaching was required for only a very specific time period, 4 weeks was all the time that was available. Usually skill coaching tends to occur over a very specific time period, although it can be more than 4 weeks, but normally it is a relatively short time period. The advantages of skill coaching is that it is very goal focused, coach and coachee are in agreement about the scope and committed to the learning objectives, which are easily measurable at the end of the coaching engagement. As the coaching is very much tailored according to the needs of the coachee the new skills can be applied immediately.

Skill coaching is well suited to support learning of new job skills, to enhance other learning experiences for example in a traditional workshops or seminars, or when re-designing jobs in an organization happens to get everybody up to speed in their new job requirements.

Performance Coaching

As a kind of case study, think about the following situation:

A pastor is not performing well. He is plagued with self doubts about his ability to reach the congregation.

Sermons are difficult to prepare - often repeating the same ideas. Finally the consistory is worried because the attendance and subsequent giving is dwindling. You can add the details – I guess you understand the situation pretty much.

Think about it?

 learning

Answer Box # 6

Could this pastor benefit from coaching?

What would be different to skill coaching?

As a coach how would you approach such a situation?

The focus of performance coaching is on the present job and how to perform more effectively. It is obvious that the performance has reached a stage where the productivity is affected and so is the whole congregation. But what is the real issue behind the performance problem?

Such a coaching relationship is certainly a long term engagement. The goals are very fuzzy at best at the beginning. It may take many sessions to get to some of the root causes.

In many ways this coaching deals with blind spots and hence is much more threatening to the coachee then skill coaching. Consequently it takes much more time even to build a relationship of trust and confidence, reaching clarity about coaching goals and desired outcomes is hard work.

Performance coaching is designed to help with ineffective attitudes, motivational problems, alleviate performance issues that jeopardize productivity, increase confidence after job setbacks and deal with blind spots that hinder better performance.

Development Coaching

Here is another fictitious situation:

The president of Christian organization has selected a successor.

The board of directors has agreed but realized some shortcoming in the potential candidate

A plan to develop capacity was drawn. It was agreed that an outside coach could do a better job in preparing this candidate for the future role.

Think about it?

Answer Box # 7

What is the focus of this type of coaching?

I think we all agree that the future is the focus of this type of coaching specifically the capacity for the new job requirements. This type of coaching is often used in succession planning. Or it could be used if an individual sees no opportunities at the present place of work and want to prepare for a career move. This type of coaching is very analytical, requires strategic insight and needs hence a long term involvement. It can be as threatening as performance coaching as it involves analysis of the individuals strengths and weaknesses and a deep focus on a personal growth plan. As with performance coaching the goals of the coaching process are not very clear at the beginning, It usually involves the use of assessment tools or inventories like Myers-Briggs Type Indicator or a 360 Degree Feedback to name a few.

The ultimate goal is to increase capacity and discover potential in preparation for future job requirements. Of course often the coaching roles may overlap and there are many similarities between all of the different leadership coaching types.

Some skill building may address performance issues and the coaching relationship will certainly contribute to the coachees overall development. But having clarity about the different coaching types and roles helps us to come early on in the coaching relationship to an agreement about the goals and structure of the relationship.

Selecting the right coach

Before deciding what coach you may hire or engage the first question should be is coaching really the right approach to your need?

Sometimes certain needs can be met in more than one way. The question again becomes what I am really looking for? What are my goals and is coaching the best intervention?

Alternative ways to meet the Need	Description of Need	Different Types of Coaching to meet the Need
You may want to consider a specialized consulting service	Are you looking for answers to a complicated organizational problem?	Strategy Coach
If you think it has to do something with an experience in your past it may be better to use the service of a psychologist or counselor	Do you want to discuss a deeply personal matter about your sense of well-being?	Life Coach
Look for a trusted person within the organization that could act as a mentor	Do you want to understand the internal politics of your organization and how it affects your position?	Organizational Coach
Find training opportunities, workshops or seminars that address this skill	Do you need to improve a specific skill that you lack?	Skill Coach
Buy a book, look for an online class or explore other ways to learn this knowledge	Do you need to acquire a specific knowledge?	Development Coach
Visit a career center or talk to a career counselor who may help you to administer some personality and interest tests	Do you plan a career change and want to explore options?	Career Coach

Coaching is a costly undertaking and especially if your employer is not facing the bill, you may want to consider the different alternatives.

However in same cases coaching is really the best alternative and most productive ways to meet your need. Then go on to the next question how and which coach to select.

A coach will have a significant influence in your life; hence you want to make sure that the coach is a good fit. Many coaches offer their services so it is only appropriate to check them out before you make a hiring decision as you would do with any new employee who wants to work for you.

A good way is to check either their websites or call them and do some initial screening over the phone.

You could ask them the following questions:

- What are your qualifications? Education? Training? Experience?
- What is your coaching philosophy and what techniques do you use?
- What are the typical challenges of your clients? What are their life experiences and how have you helped them? Do you have references I can contact?
- What services do you offer?
- What are your fees and billing policies?
- What is my time commitment and degree of involvement?
- Will you help me set goals and evaluate my progress?
- What is your code of ethics?
- Will we have a written agreement?
- Can I terminate our relationship at any time?
- How will you measure improvement?

Be careful with coaches who have only very vague answers. But if you feel that they have solid answers and may be a good match, invite the few good prospects you identified for a personal interview.

Miller and Hart in their booklet "Choosing and Executive Coach"[4] give the folllowing advice:

"During the interview it is better to ask open-ended questions… You want to get a feel for the person's values, character and interpersonal style, as well as get answers to any questions you have about the professional credentials and experience…. Pay attention to how she or he makes you feel. The purpose of coaching is to help you change your behavior. Changing behavior is always hard work and almost always involves temporary discomfort, awkwardness and the temptation to revert to familiar patterns and habits. You need to have confidence that your coach is someone who can support you, motivate you, and hold you accountable through

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[4] Karen Kirkland Miller and Wayne Hart, Choosing an Executive Coach, 2001, Center for Creative Leadership

personal change in a manner that is both honest and respectful of your dignity. You need to feel that your coach is both skillful and compassionate."

Richard Leider[5] outlines the following six steps for what he calls 'shopping for a coach':

1. *Get real* - getting real means you have to share parts of yourself with a coach that may feel uncomfortable. A good coach, like a doctor, needs to do a thorough examination…. Don't worry as long as you are certain about the coach's ethics.
2. *Get referrals* - don't hire the first coach - get referrals from friends or colleagues who have worked with coaches
3. *Get specialized* - check out the coach's specialty. No matter how highly recommended a coach comes, he or she won't be effective if you get one with the wrong specialty.
4. *Get the numbers* - make sure the price is right and the payment schedule works. An ethical coach will tell you the fees right away.
5. *Get going* - Set up a tire-kicking session and don't be afraid to ask questions.
6. *Get a board* - get two or three people to check in with, to sound out ideas. This breaks the dependency pattern of coaching. You need to balance the point of view of your coach with those whose perspective you respect, admire and aspire to. If your coach is threatened by that idea, walk away.

Think about it?

Answer Box # 8

What are the most important things you would look for in a coach?

From all the things you listed above select the two to four top qualities for hiring a coach!

learning

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[5] Richard Leider, The Inherent Dilemmas of Career/ Life Coaching" in "The Art and Practice of Leadership Coaching" 2005

I would suggest to look for:

- Christian Values
- Competency
- Chemistry
- Confidence

Christian Values:

A mismatch in the value base almost always leads to failures and problems in the coaching relationship. That is why questions relation to ethics and approaches in coaching philosophy are so important. That will reveal the value base more than anything. Do you feel comfortable with this? What is the coaches 'anthropology'? What does he or she believe about human beings? It is easier if both the coach and the person being coached operate on the same Christian principles or a common ethical value base.

Competency:

You want to make sure that the coach has real knowledge and experience about the situation you are in and can make a contribution. That is why the experience and background is important. Although there are many good coaches with a wide experience out there, an excellent coach has narrowed his or her expertise and will immediately be able to tell you those.

Apart from the specialized knowledge other coaching competence to look for are strong interpersonal and listening skills, is the coach able to confront and challenge a statement you made and not afraid to ask for clarification? Is he or she a warm and authentic person? Is the coach straightforward or only trying to give you the 'right' answers?

Chemistry:

Coaching is based on good human relationship. We don't click with everybody. That is just how we are wired. A coachee will not obtain a great deal of benefit from someone he or she dislikes. Or it could be the almost opposite case that the coachee likes somebody very much but the person may be unable to push the coachee in the right direction. Fact of matter is that personal likes or dislikes are not the prime factor, but if on a human level coaching will not be successful if the coachee is highly resistant to the coach.

Confidence:

Coaching is a partnership that thrives on trust and confidence. Is the coach sensitive to confidentiality and willing to have a strong agreement on what stays within the coaching relationship and what is off limits.

In addition the coach should inspire confidence in the coachee by his or her own self-confidence and ease.

Is coaching right for me?

By now you should have got a good understanding what coaching is, a valuable tool for your leadership development.

After calling some coaches and getting their fees, time involvement and expertise you should have a clear picture of financial and time commitment required.

Is coaching right for you? Nobody but you can answer this question!

Kirkland and Hart[6] provide a great checklist that can help to answer the question, because if you are not ready for choaching you are just wasting time and money.

Please answer the following statements honestly to check if you are ready to work with a coach:

Statement	YES	SOMEWHAT	NO
I am ready to make a commitment of time, money, and energy in my own development			
I am interested in coaching services because I want to improve not because somebody else (my boss, my spouse, my colleague) wants me to change			
I am capable of participating in a rigorously honest self appraisal			
I am humble enough to realize I'm not perfect and that another person can help me become more effective			
I'm willing and able to devote the necessary time and effort to work with a coach over a period of several months			
I'm capable of trusting another person enough to talk candidly about my weaknesses and strengths			
I'm confident that I have the ability to change my behavior			
I feel a nudge that God wants me to embark on a coaching relationship			
I have the support of my organization, church or ministry			

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[6] adapted and expanded from Kirkland Miller and Wayne Hart, Choosing an Executive Coach, 2001, Center for Creative Leadership

Assignment

application

Final Assignment

1. WRITTEN ASSIGNMENT TO BE HANDED IN TO YOUR COURSE FACILITATOR
Share with the course facilitator how your understanding of coaching has developed as you worked through this unit.

Use the original working definition (Answer box # 1), the updated working definition (Answer box # 3) and the expanded working definition from discussion it with your peer (Answer box # 4) as a starting point.

2. PERSONAL ACTION ITEM
Answer the questions on page 19 and check your coaching readiness. Are you open to change, ready for growth, and willing to invest your energy in learning to be a more effective leader? What are the next steps God wants you to take?

3. MENTORING JOURNAL/ PORTFOLIO
If somebody would call you and interview you as a potential coach (mentor) he or she considers hiring and would ask you what your coaching philosophy is what would you answer?

Write a two page coaching philosophy that includes your coaching approach, anthropology and coaching ethics.

Readings

reading

Coaching for Growth   Compiled by Bert Watson[7]

Bert Watson is the founder of Leaders for Africa and serves broadly as a leadership developer with SACLA, Turn the Tide, Million Leader Mandate and other initiatives.

Thabo bent over and placed the soccer ball on the ground. His frustration was growing. For some reason, he simply could not kick the ball without hooking his shot left of the net. He knew that, unless he could master this shot, he was unlikely to get a starting position in next Sunday's game. On the opposite side of the field, a middle-aged man who had been jogging for exercise stopped to watch the young boy as he missed the goal again. From his perspective, it was easy to assess the boy's kicking style and to see what the young striker was doing wrong. Having coached soccer for fifteen years, he jogged over to where the boy stood looking at the ground, dejected and about to give up.

The older man introduced himself to the frustrated boy and offered to help him improve his strike. At first the boy was unsure. However, when the coach explained his background, affirmed and encouraged the boy, and kicked a perfect ball into the corner of the net, he quickly relented and accepted the offer. Within two weeks, the coach had helped Thabo not only to understand why he was struggling, but also to approach the ball correctly and to improve his strike significantly. As they were parting company after their final session, the smiling boy blurted, "Thank you so much for helping me improve my skill; now I know I will make the first team. "The coach shook his hand, affirming the boy, and simply said, "That's what coaches do".

What exactly do mentor coaches do?

According to Dr J. Robert Clinton of Fuller Theological Seminary, coaching is a relational form of mentoring in which a mentor, who knows how to do something well, imparts *skills* to a mentoree who wants to learn. Coaches impart important skills and knowledge and provide motivation to enable the mentoree to perform more effectively in meeting a task or a challenge. They do this by serving as a model, providing challenging situations, offering encouragement, breaking down tasks into manageable learning units, and developing confidence by believing in and supporting the mentoree throughout the process. Though many sports coaches work with a team, this type of mentoring usually involves one to one interaction. An essential aspect of coaching is not only knowing how to do something, but also being able to transfer this ability through relational empowerment. The mentor coach normally instructs the learner, demonstrates the skill, initiates learning opportunities, and provides feedback as the skill is mastered. The entire process is highly interactive.

To summarize, coaches…

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[7] From South African Handbook on Mentoring, published by Africa Ministry Resources

- Enter into an agreement with a mentoree.
- Observe the learner on the job.
- Model important skills for the mentoree.
- Impart knowledge and skills through a well- developed learning plan.
- Impart the confidence, motivation, and desire to use these skills.
- Motivate and stretch the mentoree, enlarging his/her capacity.
- Model the importance of mastering the basics by breaking it down into manageable segments.
- Point the mentoree to resources that can help.
- Provide evaluation and feedback to enhance self-learning and development.

What skills can coaches impart to help Christians and Christian leaders?

Coaches can help mentorees in many ways. Pastors can learn important ministry, communication, people, and research skills. Parents can learn how to raise their children more effectively. Married couples can develop better conflict management and budgeting skills. Businessmen and church leaders can learn how to develop vision, plan strategically, or develop better fiscal policies. The opportunities are extensive.

How can I identify a coaching opportunity?

Coaching needs normally relate to a person's current job or ministry responsibilities. A coaching need is evident when there is a gap between the person's current level of competence or performance and that required for the position in which he or she serves. The coach comes alongside the person in need to help promote and develop the growth necessary for the person to become more effective in the fulfillment of his or her responsibilities. Coaching is for those who acknowledge their need, have a desire to grow, and demonstrate willingness to commit the time necessary to develop their skill level further.
Before rushing in to assist someone as a coach, it is prudent to assess your own experience and abilities in the area in question.

Qualities of a Good Coach

1. A good coach understands the "game".
2. A good coach is aware of and possesses the skills required to be successful.
3. A good coach develops drills and exercises to bring the best out of each person (outer focus).
4. A good coach collaborates with a mentoree to motivate and stimulate growth and development toward competence and confidence (inner focus).

5.   A   good coach helps people learn by doing (on-the-job).

6.   A good coach helps mentoree's fail forward.

7.   A good coach understands and utilizes the law of expectation, which says, *"People have a genuine desire to live up to the expectations of those they admire and respect".*

8.   A good coach has a vision of the mentoree's potential.

9.   A good coach always has a flexible game plan.

10.   A good coach utilizes effective listening and communication skills to move the mentoree toward the goal.

The Coaching Process

The coaching process normally involves a number of key stages:

1.   ***Awareness of Need*** –The coaching process normally begins with a person who becomes aware of skill-related developmental needs, desires growth in this area, and seeks help from a more experienced person.

2.   ***Attraction*** –The person desiring to grow will often seek help from a more experienced person who has mastered the area of needed skill development. An "attraction "between the potential coach and mentoree is important. A mentoree's responsiveness is a key indicator. For maximum effect, it is best that the coach and mentoree really connect with each other.

3.   ***Agreement*** –An essential aspect of any coaching relationship is the development of an agreement or an understanding about the nature, goals, and duration of the coaching relationship. Expectations need to be very clear to avoid misunderstandings and unnecessary conflict. This should be done in writing and signed by both parties. It is important for the prospective coach to understand that he or she is a facilitator of development and that the relationship is cooperative in nature. However, the mentoree must also understand that the coach has certain expectations. Unless these expectations are met, the coaching process will be unsuccessful.

4.   ***Relationship*** –Developing an appropriate relationship is a fundamental part of the coaching process. Trust is a critical factor. The coach must show a genuine desire to help the mentoree. Unless there is a high level of trust between the coach and the person being mentored, the prospects of success are limited. In addition, there must be a certain level of intimacy and vulnerability for the coach to be able to help the mentoree in his or her development. Because of this, it is usually wise for coach and mentoree to be of the same gender.

5.   ***Communication*** –Communication plays a vital role in the coaching process. The coachmust be an astute and active listener, drawing out the mentoree's desires, goals, values, feelings, and fears, especially as they relate to the area of desired growth. Reflective listening is important in order to clarify the mentoree's "bottom-line" thinking throughout the process. It is critical for the

coach ot to impose his/her own agenda upon a mentoree, but rather to engage ina process of negotiated growth and progress. A sense of safety helps the mentoree to remain open, speak freely, and face issues. The wise coach will endeavour to communicate his goals and purposes, to explain his methods, and to provide feedback in a clear and affirming manner that motivates the mentoree to excel.

6.   *Questions* –Insightful questions are one of the most important tools in coaching. The mentor coach uses open‑ended questions that evoke self‑discovery, provide insight, elicit commitment, and stimulate change. Of great importance are skillful questions which challenge the mentoree's self‑limiting misbeliefs and false assumptions. Good questions do not focus on the past or encourage self‑justification, but move the person toward future growth and development. Throughout this process, the coach must be a reflective listener, endeavoring to stretch the mentoree to clarify his/her own thinking and, to use a John Maxwell expression, "lift the lid" on leadership capacity and skill level.

7.   *Goals and Growth Plans that Lift the Lid* –The effective coach works with the mentoree to design mutually agreed upon goals which address the need for skills development. These goals should be written and a practical action plan developed to move toward their attainment . The coach's ability to develop and maintain an effective coaching plan with the mentoree is crucial. This is the stage where most growth will occur. A good plan consolidates the information collected through interviews, questions, and observation and addresses major areas for learning and development. A solid plan includes outcomes that are realistic and measurable as well as specific target dates. As the plan unfolds, on‑going evaluation enables the coach and mentoree to be flexible and make healthy adjustments. A wise plan also empowers the person by helping him to learn how to access helpful resources in the process. To encourage the learner from the start, a good plan identifies and targets early successes that are important to the over all goal.

8.   *Learning Exercises* –The successful coach designs and facilitates learning experiences that help the mentoree to change thinking, make a better self‑assessment, further develop skills, and strengthen ability to achieve the desired results. Exercises should encourage, stretch, and challenge, but at a comfortable pace of learning. Because coaches usually deal with adults, they design learning experiences that affect the learner's intellect, emotions, and values.

Exercises should involve real life situations wherever possible, and the coach should be available to observe and make a positive contribution to the experience. Intimidation is to be avoided at all costs! A coach can brainstorm with the mentoree to come up with ideas and actions that will enable the mentoree to demonstrate, practice, and deepen new learning. The coach can also work with the learner to experiment and explore new ideas in a safe learning environment. Self‑discovery is a primary objective in this whole process.

9.   *Evaluation and Encouragement* –Evaluation is essential for a successful coaching project. Evaluation should take place after each learning exercise in a positive and affirming environment. No exercise is to be seen as a "failure". All are to be positive learning experiences. The coach should ask what the mentoree learned from the exercise and how it helps in achieving his/her

goals for growth. The coach can also make suggestions and even model how improvements can be made. Should the coach or mentoree feel it best, learning plans and even goals can be adjusted by mutual agreement throughout the coaching process. When goals are achieved and both coach and mentor are satisfied, it is time to celebrate and redefine or terminate the official coaching relationship. Not only should the coach evaluate the progress of the mentoree on a regular basis, but he should also seek feedback as to the effectiveness of his own coaching style and methodology.

10. ***Accountability*** –As in any mentoring relationship, accountability is fundamental to the success of the coaching process. Not only must the mentoree cooperate with the coaching process and complete all assignments as requested, but the coach must also endeavour to meet the expectations that were created. This means being punctual, preparing properly, doing thorough evaluations, and being honest with the mentoree. This high level of accountability is one of things that makes coaching so effective.

Conclusion

In the last twenty years, coaching has emerged as an important mentoring practicing inmost of the developed world. A powerful way to help bring the best out in others, this unique type of mentoring is both an art and a skill which helps guide and develop a person (or group) from where they are toward greater competence and fulfillment. A wonderful way of building into the lives of others, coaching helps people expand vision, release potential, increase skills, develop confidence, and motivate people to take practical steps toward the fulfillment of their developmental goals.

Citations of Reference

Clinton, J. Robert and Richard W Clinton. The Mentor Handbook. Altadena, CA: Barnabas Publishers, 1991.Stanley, Paul D and J. Robert Clinton. Connecting: The Mentoring Relationships You Need to Succeed in Life. Colorado Springs, CO: Navpress, 1992.ICF "Coaching Core Competencies". www.coachfederation.org/credentialing/en/core.htm

Mentoring & Coaching
Unit 9
Leadership Coaching: Framework & Outcomes

Development Associates International

Version 1.3

EMPOWERING
KINGDOM LEADERS

Unit 9 - Leadership Coaching: Framework & Outcomes

Table of Contents Workbook:

Learning Objectives:

- Evaluate different coaching models and develop your own
- Develop various worksheets used in coaching

Mentoring Portfolio:

My Coaching Model or Framework - see final assignment box for details.

Introduction

In the last unit you have developed your own coaching definition. Robert E.Logan from CoachNet.org provides the following definition from a Christian perspective:

> "Coaching is the process of coming alongside a person or team to help them discover God's agenda for their life and ministry, and then cooperating with the Holy Spirit to see that agenda become a reality.
>
> Coaches come alongside to help -- like Barnabas. By encouraging and challenging others, Barnabas empowered them for ministry. He may not have been in the starring role, but without him many others would not have been able to accomplish the great things for God that they did.
>
> The goal of coaching is to help someone succeed."[1]

Think about it?

Answer Box # 1

🕮 **bible study**

Let's do a bible study on Barnabas and see what coaching principles you can discover from his life as reported in the book of Acts.

1.   Read Acts 4:36-37 and Acts 9:26-27 - Lesson One

2.   Read Acts 11:22-30 and Acts 12:25-13:3 - Lesson Two

3.   Read Acts 13:4 - 14:28 - Lesson Three

4.   Read Acts 12: 25 and Acts 15:36 - Lesson Four

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[1] From http://www.coachnet.org/compucoach/ccres.cfm?lev=5&alph=100,100,101,105,104, accessed 2006.

We are told that Barnabas was called the "son of encouragement" - why did he get this name? He was known as a good coach because coaching is giving encouragement, of course at the NT times nobody would have used the term coach. The terminology is new, but certainly not the concept.

Lesson one:

It seems that Barnabas had already known Paul and established a relationship. Having heard how Saul, as he was known before, persecuted the church Barnabas assessed the situation and was making sure if Saul really became a believer. He shared his assessment with others and prepared a way for Paul to meet the rest of the believers.

Coaches see beyond the obvious, realize and help to develop the God given potential in others. Coaching is helping others to help themselves. Coaching is establishing a relationship and assessing the potential and present reality.

Lesson two:

Having assessed Paul and his desire and gifts for ministry when an opportunity presented itself to Barnabas to minister in the church at Antioch as a good coach he invited Paul to help him out. Barnabas was co-ministering with the coachee to discern more of his gifting and be able to come to good resolutions about Paul and his future ministry fit. Barnabas developed an action plan and worked with Paul together for a long period of time (one full year). We can see how Paul grew in spirit, wisdom, skill and trust. In V 30 the church entrusted him the responsibility to bring the financial contribution to the church in Jerusalem. Coaching was bearing fruits.

Lesson Three:

Suddenly the order of the names is reversed, did you realize that. It is no longer Barnabas and Paul, but from now on always Paul is named first. That is no accident, quite contrary Paul was taken now more and more initiative. Barnabas the coach gave the coachee all the practice and resources he needed and now Paul was ready to take over. The roles are changing now, the coach becomes more and more an assistant. In Acts 13:50 -52 we see even in hard situations the coach was at the side of the coachee, he was available but no longer leading.

Chapter 14 repeats this pattern over and over again. Wherever they went the coach was there with the coachee, available for advice and support but Paul took over the initiative. One can speculate that probably Barnabas influenced the strategies of leaving elders behind and provided thus the resources for a successful structure for the church to survive the next decades of persecution (see Acts 14:21-23). Barnabas was not at all concerned that the coachee's outshined him.

Lesson Four:

The coach and coachee stayed together till the results were achieved and the mission completed. But how do you know that you achieved your results? Paul and Barnabas were willing to go back to the villages they visited and check out what has happened. The coach basically holds the coachee accountable that the results are not just a short term fix but a long term change.

And in the end we see even the very human side that can happen in such a coaching relationship that opinions differ. Sometimes this may lead to an end of the coaching engagement, but we know that Paul and Barnabas got reconciled over this dispute.

Let us put those 4 lessons we learnt from Barnabas the first coach in the NT and develop a coaching framework.

Coaching Framework - RA⁴ model

If you have a good map when you make road trip you are definitely more likely to reach your destination. It is especially important that both the driver and passenger have the same map and both know and agree where they are going. It is very similar with coaching. A coaching framework is an easy to grasp model that helps you to understand what should be attempted and hopefully accomplished in each stage. Hence a framework is a simple description or visualization of the coaching process. It is important that both the coach and coachee operate from the same framework. This gives both client and coach the shared language by which they can agree the journey to be taken, allowing sensible conversations to occur through a shared language and offering the coachee a greater say in the way their coaching engagement is managed.

No matter what model the coach follows (and you will read about several of them in the reading section) as a coachee you want to be actively involved in the process in every aspect of the engagement. Remember that your coach helps you to help yourself. Collaboration on both parts and taking active responsibility needs to be shared, admittedly in every stage of the process one or the other part is more active.

We would suggest from the previous study of Acts that coaching has in essence the following four core elements:

1. Establish a relationship and assess the situation (Relationship & Assessment)
2. Together come up with resolutions and agree on action steps (Resolutions & Action Steps)
3. Providing resources and assistance (Resources & Assistance)
4. Celebrating results and evaluate the progress within a defined accountability structure (Results & Accountability)

DAI's RA⁴ Model

Each quadrant has its own dynamic working relationship. One would assume that logically the caching process works from RA I to RA IV, however in most coaching situations you will find yourself working in different quadrants at once and not necessarily follow the prescribed order. Remember we have said before that coaching is not a mechanic process that unfolds in a strictly linear fashion.

However, as a framework of reference to understand the complete process of coaching the model has relevance.

RA I - Relationship and Assessment

The relationship is best described as a partnership where both share the responsibility to be active and engaged. However the coachee has to be prepared to surrender some of the need to be in control. The coach controls the pace and
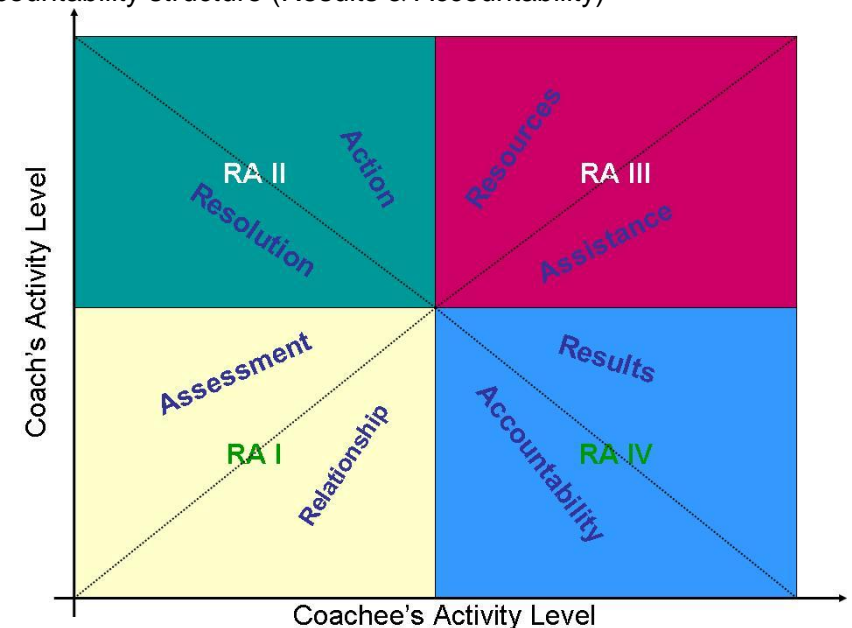
direction of the journey and sets the ground rules. But the coachee has to take ownership of his or her own progress.

A coaching relationship is not a competition for the right answers; it is not necessary that you defend all your decisions and justify your actions. What is important is the ability to be vulnerable, talk openly about weaknesses and mistakes, and be ready to learn. After all coaching is a developmental relationship with the goal to improve, grow and change.

After the relationship has been established and both have agreed to engage in the coaching process usally the next step is to get a realistic picture about the present situation. This will include assessment tools to get a feel where the coachee is as a person, how interrelations play out, what the organization is like, how strength can be leveraged and weaknesses improved.

Some of the tools we introduced in the course like learning styles (or in other courses - like the leadership self assessment) can be used in this process.

A helpful instrument could be a 360 Degree Feedback, where the coach gathers the input from your peers and boss and discuss this with you, or gets access to previous performance reviews and in some cases may even interview family members or friends outside your place of work.

Observation is a great tool as well. The coach may just be a silent observer, while you work, or when you contact meetings, interact with other colleagues or any other activity where the coach wants to get first hand experience about your behavior and performance.

A general word of caution, don't cut the diagnosis and assessment phase short. Of course the coachee doesn't have to agree to these observation activities but they will certainly help to get a fairly accurate picture of the situation faster and hence support accurate assessment.

Even through the best observation not all facts will become clear, hence the more the coachee can share about his or her personal context the better. Describe for the coach your personal life and work situation as best as you can, what problems have you already identified?

This initial assessment should help the coach to get a good feel for your situation. But as any other stage in the coaching process it is not over after the beginning of the coaching engagement but an ongoing concern.

RA II - Resolution and Action

During this stage the coach helps to come to resolutions and plan a course of action to deal with whatever the challenges are according to the assessments done. Those action plans are kind of the homework assignments for the coachee to work on and report back during the next coaching session. However the action plans and resolutions are not just prescriptions from your coach the more you collaborate and come to resolutions together the better. Be aware that goals often have to be broken down in smaller manageable and measurable milestones that build towards the change in behavior or skills you have agreed upon.

Remember that you will only grow if your goals take you out of your comfort zone and stretch you beyond your present ability, at the same time the resolutions shouldn't be such a great stretch that they are so far out of reach and only frustrate you. A coachee should have the freedom to tell the coach if goals are so unobtainable and cause more disappointment than motivation for improvement.

You may ask yourself during the coaching process the following questions to see if the goals are realistic yet stretching:

Are there any external obstacles that make reaching my goal unrealistic?
Is the goal or assignment appropriate to stretch my skill and knowledge?
Does the assignment set me up for failure?
How will we handle unforseen obstacles and problems?

RA III - Resources and Assistance

Once the course and plan of action has been agreed upon it is the coachee's responsibility to carry it out. The coach will assist and provide further resources, but at this point the coach is less active and the coachee takes the active role. In the end only if the coachee follows through with the plan can improvement and change happen. Be always open as a coachee to let your coach know what kind of assistance you prefer and how he or she can help your development process. Often the coach has access to a wider resource network and can share those resources with you.

This is the sage were often the coachee hits roadblocks, changing behavior and learning new skills and attitudes is never an easy process. More than in any other stage should the coach be alongside with encouragement and motivation.

No action plan in the coaching engagement is carved in stone. During this phase you may realize that something is not working out and you may need to change your course of action. Discuss such issues together to make the necessary corrections.

RA IV - Results and Accountability

Be very clear on the results you want to achieve. Most coaching experiences that were not satisfying did have fuzzy or no agreed upon results.

Don't forget to celebrate, whenever there is a breakthrough in your performance, big or small, recognize the achievement.

The most valuable service your coach can provide in this stage is accountability. We all need somebody to hold us accountable for the plans we made. Change does never come easy and when the going gets tough we are very likely to give up unless somebody encourages and supports the efforts through accountability. Set up the structures right from the beginning, giving the coach the permission to ask about performance on a periodic basis. An coaching agreement is a very helpful tool towards this end.

And in turn your reporting of the results will keep your coach focused and more motivated to set new goals.

Several other great coaching frameworks have been developed by different authors; the reading section introduces you to four additional models. Please read them at this point and answer the following questions.

Think about it?

learning

Answer Box # 2

Is there any framework you prefer? Why?

What elements of the coaching process are present in all models?

What elements are different?

This is an assignment that has to be submitted to your course facilitator!

Understanding the different phases and expected outcomes of the RA^4 coaching model

The graph visualizes that each stage in the model requires certain activities and results in a specific outcome. To ensure that coach and coachee work on the same page towards agreed upon outcomes it is advisable to have the different expected outcomes or plans written down. In the worksheet sections at the end of this unit we provide you with several templates (In addition they are provided as pdf files on the Course CD). You can use them as they are and make copies but it is certainly better modify them to fit your needs more appropriately.

Coaching Outcomes and Documents

Coaching Agreement

The first document is a signed agreement that really establishes the logistics and working relationship. We want you to give it some thought and design your own sample agreement. The next page provides a sample template for this sort of agreement.

Think about it?

Answer Box # 3

Draft an agreement to guide either a present or future coaching relationship. Look at the following sample agreement for ideas (although it is called "Mentoring Relationship Agreement" it is very helpful and even more important to have such a document in a coaching relationship)
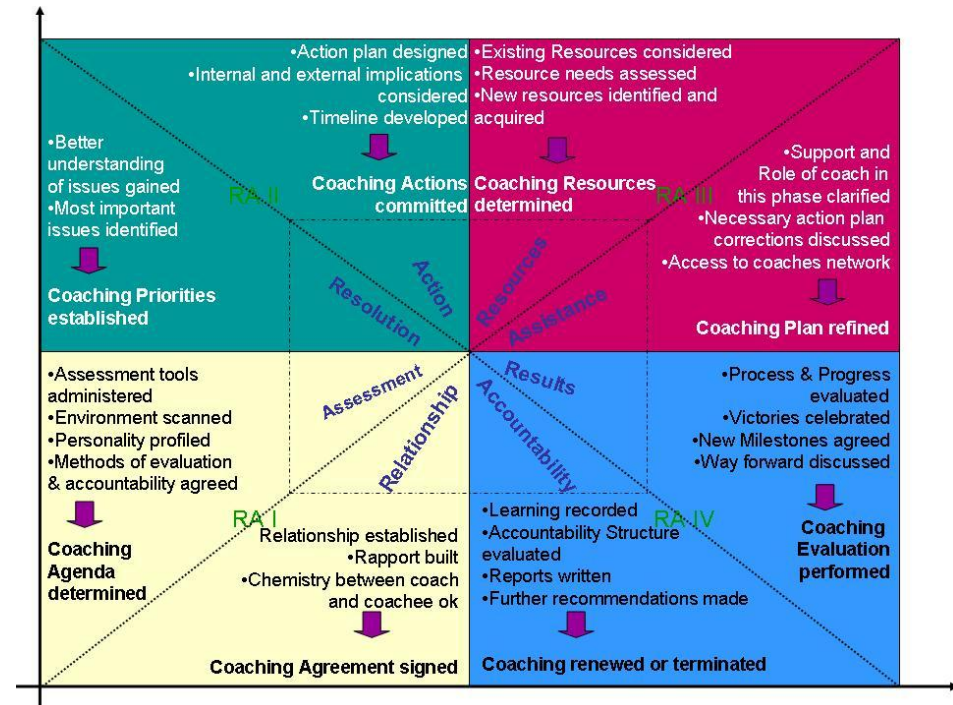
<u>Growing: *Mentoring Emerging Leaders*</u>
Worksheet

Guidelines for a Mentoring Relationship Agreement

Date: _____

This is an agreement between _____ and _____,
to clearly establish a relationship of mentoring.

We agree that this mentoring relationship is to accomplish the following purpose (check one or more):

Intensive Mentoring

❑ Discipler: *A discipler is a more experienced follower who imparts to a new believer the knowledge, skills and basics to grow in Christ.*

❑ Spiritual Guide: *A spiritual guide mentor is a mature follower of Christ who shares knowledge and skills related to greater spirituality.*

❑ Coach: *This mentor knows how to do something well and how to teach the skill.*

Occasional Mentoring

❑ Counselor: *This mentor provides counsel and advice at crucial times.*

❑ Teacher: *The teacher provides knowledge and the ability to communicate that knowledge. Teachers offer perspective and enhancement to ministry.*

❑ Sponsor: *The sponsor has credibility and authority within an organization, which enables a mentoree to develop and advance within that organization.*

Passive Mentoring

❑ Contemporary Model: *This is an exemplary leader who indirectly imparts skills, lessons for life, ministry and values.*

❑ Historical Model: *This is a person from the past who serves as a model through books, biographies and autobiographies.*

❑ Divine Contact: *The divine contact is a mentor whom God brings at a critical, unplanned moment in order to bring new insight or discernment.*

Adapted from *Connecting*, by Paul D. Stanley and J. Robert Clinton

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Raising Leaders for the Harvest
Worksheet

Guidelines for a Mentoring Relationship Agreement, cont'd.

We will interact (circle one):

daily   weekly   biweekly   monthly   quarterly   annually

Our accountability will be as described: _____
_____
_____
_____

The following are our stated ground rules for communication: _____
_____
_____
_____

❑ Our level of confidentiality and trust has been clearly communicated.

We will continue until: _____, at which time we will re-evaluate the nature of this relationship.

We will meet for evaluation and feedback (circle one):

biweekly   monthly   quarterly   annually

Other sample documents like the Coaching Agenda, Coaching Priorities, Coaching Action Steps, Coaching Resources, Coaching Plan and Coaching Evaluation can be found in the Worksheet Section near the end of this unit.
Go to this section and check them out!

Think about it?

Answer Box # 4

Which of those documents are you most likely to use and why?

Take the two or three documents that are most important to you and customize them according to your needs.

Share your customized version with you learning group/ cohort and get input from them and see what other questions etc. they have added.

Practical Tips for Coaching

Checklist for your coaching intervention:

- Be sure that you have created enough time in your calendar for the coaching session.
- Be free from other work distractions and time pressure
- Focus yourself and be clear about your intentions
- Always ask the coachee about their agenda for the meeting (for example ask: "What do you want to make sure we have accomplished by the end of the meeting")
- Remember to listen actively:

- o Don't prepare already an answer in your mind while the coachee is still talking
- o Request clarification
- o Paraphrase and summarize for common understanding
- o Communicate that you understood the coachee's viewpoints
- o Be genuinely curious
- Ask open ended questions.
- Don't ignore nonverbal messages
    - o Explore where the words don't match with the nonverbal message
    - o Discover the feelings behind what is being said
- Don't ignore your and the coachee's feelings, talk about them.
- Allow for silence and uncomfortable situations, don't rush to rescue the coachee and think or problem solve for them.
- Don't provide premature reassurance, instead provide alternative perspectives and help to develop stretching goals.
- Don't push too quick for a solution, do more asking then telling and let the coachee own the problem.
- Offer advice only after the coachee has attempted some problem solving.
- Do acknowledge what is going well.

Think about it?

Answer Box # 5	Which of the previous coaching tips are you already good at and practice frequently? Which coaching tips do you need to develop more and get better at? What could you do to improve your skills in this area?

Assignment

application

Final Assignment

1.   WRITTEN ASSIGNMENT TO BE HANDED IN TO YOUR COURSE FACILITATOR
See Answer box # 2

2.   PERSONAL ACTION ITEM
My personal coaching tip list:

Write the 5 most important coaching tips on a small list that you can easily carry with you and practice them in your next coaching sessions.

3.   MENTORING JOURNAL/ PORTFOLIO
Reflect back on the different coaching frameworks. Attempt to make your own coaching model that will help you guide the coaching process! Or explain which existing model you want to apply and how.

Readings

Coaching Models

CO.A.C.H Model

The coaching framework used at Pentacle[2], called C.O.A.C.H. describes the process used as the basis of coaching interventions:

- **C**heck **O**ut what actually happened
- **A**sk questions to deepen understanding
- **C**hallenge or create to produce excellent ways forward
- Offer **H**elp or support with experience or resources

Check Out
Find out exactly what happened, how the current situation arose.

Ask
Perhaps the most important stage is to ask probing questions to encourage the coachee to work out for themselves what is happening, and how it arose. The questioning should aim to encourage the coachee to develop a clear understanding of the situation.

Challenge or create
This step is intended to help the coachee develop solutions or outcomes superior to those that they would normally take on their own.-.by encouraging them to be creative or by challenging them.

Help or support
Only as a last resort contribute any ideas or experience you have got in the area. Offer practical or moral support you can provide to underpin their actions.

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[2] From http://www.pentacle.co.uk/Coaching.htm#4.%20The%20Coaching%20Framework

CoachNet Model

The following model is from Robert E.Logan[3]

The following is a brief description of the coaching process according to Logan:
"The coaching process consists of five basic phases. Coaching relationships need to move through each phase and accomplish the necessary outcomes in order to be optimally effective.

Relate: Establish coaching relationship and agenda

Coaching at its core is about qualities like trust, connection, support, and understanding. Sometimes coaches are tempted to skip over the relate stage in hopes of getting to the heart of things faster and accomplishing more. Don't--that strategy will backfire. Coaching that leaves out

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[3] From http://www.coachnet.org

the relational element may move through agenda items faster, but will ultimately be ineffective. 90% of the time the people who have the deepest impact on our lives are those we know on a personal level, those who have taken the time to invest in developing a relationship with us. Forming a trusting, growing relationship will exponentially increase the significance and effectiveness of your coaching.

Reflect: Discover and explore key issues

The reflection process helps us figure out where we are. When people get lost in a shopping mall, most will go to a directory and look for the "you are here" sign. You cannot take any steps toward a goal unless you first know where you are starting from. Some point of reference is needed. In a coaching relationship, the reflect stage helps people figure out where they are in their lives and ministries and identify the most significant issues to address.

Refocus: Determine priorities and action steps

After we've figured out where we are, the next step in the process is to ask, "Where do we want to go from here?" This is the task of the refocus stage-- gaining a sense of direction and forward movement. In order to do this, we need long-range vision to see where God wants us to go in the future and short-range vision to see the individual steps it will take to get there. Effective action planning addresses the questions of who, what, where, when, and how.

**Resource**: Provide support and encouragement

Once we have discovered where we are and where we want to go, the next question is, "What do we need?" Answering this question is the primary task of the resource stage. Christian leaders often spend enormous amounts of time reinventing the wheel when many quality resources already exist that can save time, money, and energy. A good coach guides people in the direction of those resources that will be most useful to them given where they are and where they want to go.

Review: Evaluate, celebrate, and revise plans

The review stage allows us to look back over our progress and ask, "What has been accomplished?" Never underestimate the power of taking the time to look back over past accomplishments and celebrate them. That process can provide both a sense of satisfaction over a job well done and much-needed encouragement for the road ahead. The evaluation process also maximizes learning and provides opportunities to make mid-course corrections."

The CCL(Center for Creative Leadership) Framework for Coaching

The CCL coaching framework[4] for one-to-one coaching is flexible, compatible with a variety of coaching methods, and adaptive to different coaching styles and coachee needs.
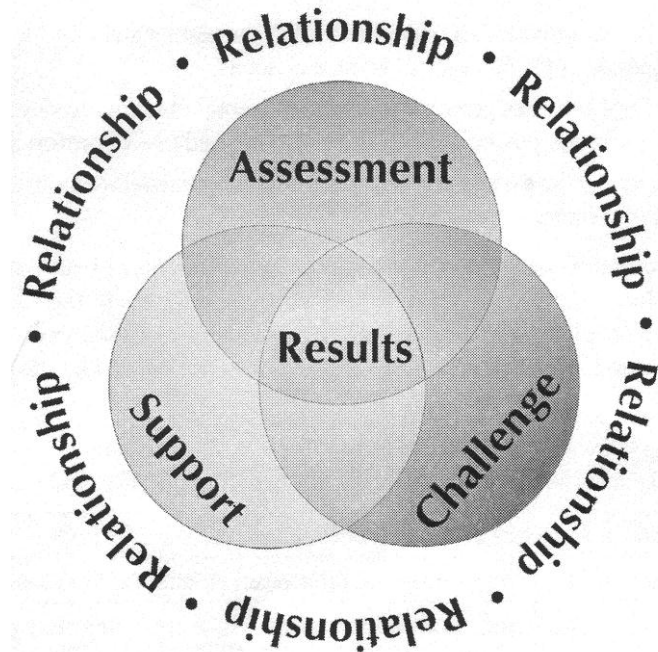
The framework has three aspects: the developmental relationship between coach and coachee, the elements of a developmental experience (assessment, challenge, support) and the results produced.

According to CCL in an effective coaching process the coach and coachee work together to answer several questions that can be grouped in the ASC model (that is at the heart of many of CCL's publications).

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[4] © Center for Creative Leadership , for more information see Sharon Ting & Wayne Hart, "Formal Coaching" , The Center for Creative Leadership - Handbook on Leadership Development, p 116-150

In the Assessment phase coach and coachee clarify the stituation, define the problem and collaborate to determine the goals for the coaching session.

Question to be asked could be:
- What is the purpose of the meeting
- What is working/ not working right now?
- What does each of us want to do differently?
- Who is involved?
- What has been done so far?
- When do we want to achieve this?

In the Challenge stage the caoch and coachee brainstorm as many alternative solutions as possible, create an action plan and together set clear process to achieve and monitor desired outcomes.

Questions that help can be:
- What are options?
- Pro's and con's of each?
- Will this meet our goal?
- What short-term and long-term meassures can be taken?
- How could we see this differently?
- Who needs to be involved?
- How will we know that we are on track?
- How will we know you have reached the goal?

In the Support stage coach and coachee communicate an appreciation of the efforts towards growth and define accountability for progress.

Question that help can be:
- What are major constraints and supports?
- What support is missing?
- What are our milestones?
- What can I do to support you?
- How will we monitor progress?
- Will we use deadlines?

The 7 C's of Coaching

The Seven C's model was developed by Mick Cope[5], the framework is a seven-stage pattern that follows the themes shown in the following graph and explained the summary overview:
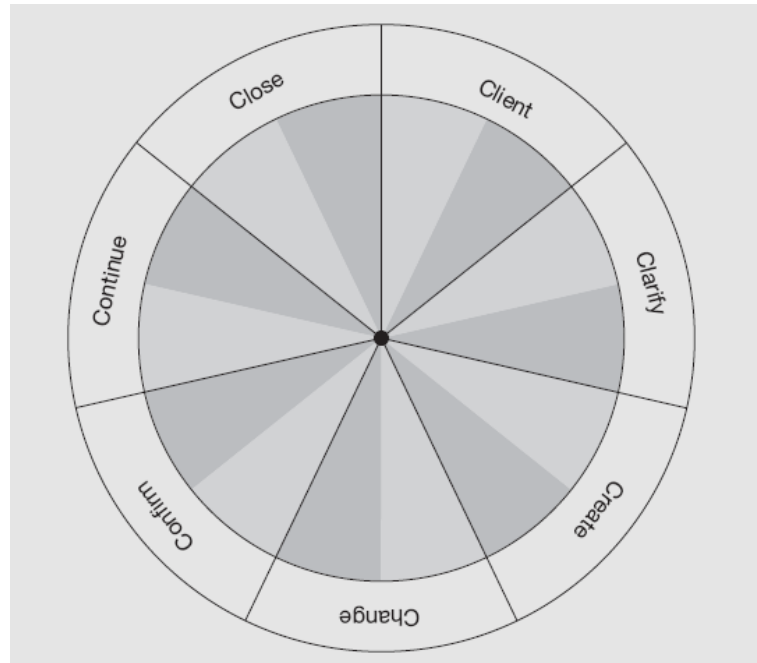
Client:
From the outset the coach will seek to ensure that the whole person is explored by understanding the client's emotional, logical and behavioural drivers. Once the person is clearly understood, the coach will seek to understand the topic that the client wishes to address. They will consider what has happened, what is happening and what the client wants to happen. They will want to understand the broad issues, the pragmatic factors and the microelements that need to be taken into account to ensure success.

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[5] Mick Cope, "Seven C's of Coaching: The definite Guide to Collaborative Coaching", 2004 - more information can be found at his website http://www.wizoz.co.uk/indexb.html

Clarify:
The coach must be able to get beneath the client's skin to really understand what is going on. This framework seeks to deal with this by addressing two factors: what are the blocks and barriers that the client has created in the form of limiting beliefs? Second, what are the undiscussable issues that exist between the coach and the client? What is it that the client is not telling the coach and how might these shadow issues impact the outcome of the engagement? The coach must always seek to climb inside the client's world and not be prepared to be shrugged off when they feel that the questioning is getting difficult.

Create:
There will always be time pressure in any coaching relationship. Both coach and client are busy people and the partnership is only a small element in a very busy life. It is this pressure to fix that can cause the client to seek out instant answers, and deliver quick solutions that can get the problem sorted so that they can get on with things. The coach has a strong role here to help the client consider new ways to solve old problems and, once the solution is identified, to then test and ensure that the choice is an optimum one and not a rushed or less-than-optimum solution.

Change:
Once the diagnosis is complete and the solution is established, the client will be put under real pressure. Until this point everything is conceptual and the client can talk about what they are 'going' to do. At some stage they will have to 'do'. It is at this point they have to move out of the comfort zone of planning and really start to address what change they will need to make to achieve the desired outcome. The driving force at this stage may well have to come from the coach. This might be empathic or soft support to help encourage the client through the change or at the other end of the spectrum having to take a more commanding presence to drive the change.

Confirm:
There is a natural human tension that means we are often scared to stand on the scales at the end of a week's dieting. Who really wants to face that pain of finally realizing that things haven't gone so well this week? As humans we almost instinctively seem to find ways to avoid the measurement process. However, measurement is a powerful process when used in a positive way. Sometimes you have to be brave and look under the bed in order to find out that there are no monsters lying in wait.

Continue:
There is no feeling like putting on that comfortable pair of old shoes. You have worn them for years and they have always served well. One day you decide to change and invest in a new pair. After a day or two your feet ache as the new leather fails to bend to the way you walk and you decide to go back to the old shoes just to save your aching feet. It is this natural resistance to new ways of thinking, feeling and behaving that often kills the engagement. The coach and client must counteract this repressive force with a positive one.

Close:
Finally, you have just spent the last six months running a gruelling project at work that has really taken its toll on your work and home life. You are sure that everything is wrapped up and complete. You are so confident that when one of the team suggests that you run a closure workshop to dot the Is and cross the Ts you politely tell them to take a hike. The job is done so now everyone can go on holiday. This is a natural process of coming down from a big high. The trouble is that you have to resist this pressure to ignore the last element because that is where the learning takes place, the value is realized and any hidden problems are identified. The positive force required at this stage is one of perseverance, just to hold on to the end and celebrate the success of the change.
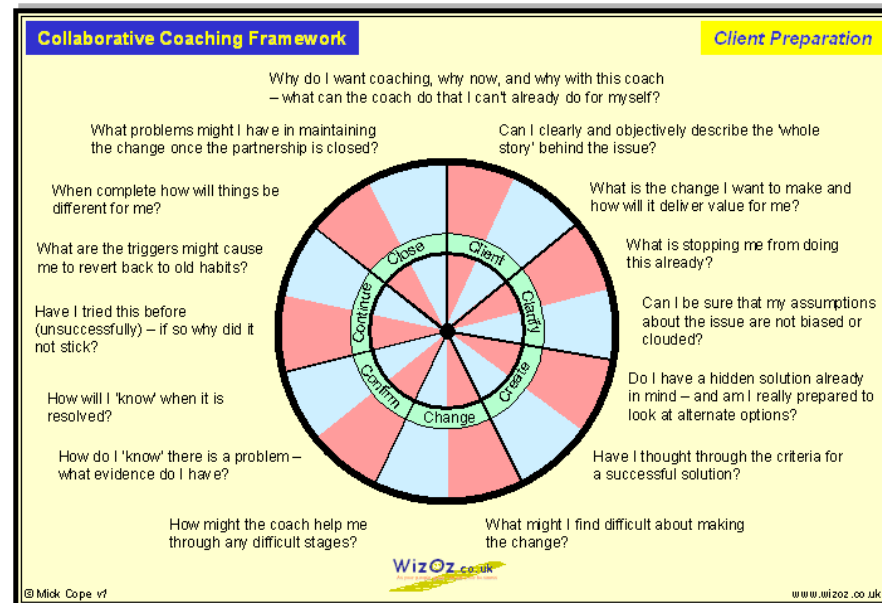
Worksheets

Coaching Agenda

EMPOWERING KINGDOM LEADERS

Coaching Log / Details

Coach Name: _____ Date: _____ Time: _____

Coachee Name: _____

Meeting by: _____ Phone Number: ( ) _____

Main Agenda: _____

Next
Appointment: _____

Coaching Agenda

Why does the coachee request coaching? _____

_____

Notes: _____

Challenges as identified by coachee:

Notes:

What assessment tools would be appropriate?

Notes:

Personality Profile:

Notes:

Accountability Structure:

Notes:

Logistics: (Duration, Frequency, Expenses….)

Notes:

Additional Notes

Coaching Priority List

EMPOWERING KINGDOM LEADERS

Coaching Log / Details

Coach Name: _____   Date: _____   Time: _____

Coachee Name: _____

Meeting by: _____   Phone Number: __( )_____

Main Agenda: _____

Next
Appointment: _____

Coaching Priority List

What key issues need to be addressed?

This lists all key issues in random order: _____

_____

_____

_____

_____

Notes:

Priorty List:

The most important three key issues

1.

2

3.

When time:

Notes:

Major obstacles anticipated:

Notes:

_____

_____

_____

Major positive forces that help:

_____

_____

Notes:

_____

_____

_____

Additional Notes

_____

_____

_____

_____

_____

_____

_____

_____

_____

Coaching Action Steps

EMPOWERING KINGDOM LEADERS

Coaching Log / Details

Coach Name: _____   Date: _____   Time: _____

Coachee Name: _____

Meeting by: _____   Phone Number: **(____)** _____

Main Agenda: _____

Next
Appointment: _____

Coaching Action Steps

Short term plans

_____

_____

Notes: _____

_____

Long term plans

_____

Notes:

_____

_____

Action Step / Item 1

_____

Milestones:

Completion
Date:

Collaboration

Delegation

Notes:

_____

Action Step / Item 2

_____

Milestones:

Completion
Date:

Collaboration

Delegation

Notes: _____

_____

_____

Action Step / Item 3 _____

_____

Milestones: _____

Completion
Date: _____

Collaboration _____

Delegation _____

Notes: _____

_____

_____

Additional Notes

_____

_____

_____

_____

_____

Coaching Resources

EMPOWERING KINGDOM LEADERS

Coaching Log / Details

Coach Name: _____   Date: _____   Time: _____

Coachee Name: _____

Meeting by: _____   Phone Number: (___) _____

Main Agenda: _____

Next
Appointment: _____

Coaching Resources

What current resources are available?

_____

_____

Notes: _____

_____

What resources would be needed:

_____

Notes:

_____

How can those resources be acquired?

_____

Notes:

_____

Logistics (who pays, when …):

_____

Notes:

_____

Evaluation of Resources:

_____

Notes:

_____

Other recommendations

Notes:

Additional Notes

Coaching Plan

EMPOWERING KINGDOM LEADERS

Coaching Log / Details

Coach Name: _____   Date: _____   Time: _____

Coachee Name: _____

Meeting by: _____   Phone Number: __(__)_____

Main Agenda: _____

Next
Appointment: _____

Coaching Plan

What is the role of the coach during action
steps?

_____

_____

Notes: _____

How best can coach support action steps:

Notes:

What results are expected? What milestones achieved?

Notes:

What obstacles/ problems were encountered?

Notes:

What needs to be changed?

Notes:

_____

What are the next steps?

Notes:

_____

Additional Notes

_____

_____

_____

_____

_____

_____

_____

_____

Coaching Evaluation

EMPOWERING KINGDOM LEADERS

Coaching Log / Details

Coach Name: _____ Date: _____ Time: _____

Coachee Name: _____

Meeting by: _____ Phone Number: _(__)_____

Main Agenda: _____

Next
Appointment: _____

Coaching Progress Evaluation

Progress made by coachee: _____

_____

Notes: _____

_____

Challenges faced:

Notes:

Wins achieved:

Notes:

Coaching Process Evaluation

What worked well in the coaching process?

Notes:

What did not work well?

Notes:

How could the coaching process be improved?

Notes:

Additional Notes

Mentoring & Coaching
Unit 10
Leadership Coaching - Different Forms of Coaching

Development Associates International

Version 1.3

Unit 10 - Leadership Coaching - Different Forms of Coaching

Table of Contents Workbook:

Learning Objectives:

- Experience the different forms of coaching and when to use them

Mentoring Portfolio:

See final assignment box for details.

Introduction

The following is a brief summary of a study conducted by DAI about emerging leaders. You can download the full research at:
http://www.daintl.org/index.php?option=com_content&task=view&id=182&Itemid=111

Emerging Leaders Report Summary

October, 2005

"Do not let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and in purity." 1 Tim.4:12.

The Emerging Leaders Study came about from many conversations between DAI's international staff. Working primarily with established leaders, the question arose, "How can we engage the up and coming leaders?" It is in response to this question that the initiative was birthed.

The DAI Emerging Leaders Research has consisted of an online, international survey lasting 3.5 months and a total of 12 focus groups in 2 countries. This was also interlaced with interviews, conversations, and literature reviews. The intent of the research was to help understand the similarities and differences between generational groups and how that affects leadership demands and expectations. The final sample from the online survey had 302 responses, and there were a total of 240 young leaders involved in focus groups.

Research Objectives

From emerging leaders, we were listening for:
- What has changed in the world?
- How does this affect how one will lead?

What Has Changed Around Us?

Research Findings:
- **A. Knowledge Explosion**
  - **1. Information has mushroomed.** (Quantity does not equal quality)
  - **2. Choices are abounding and often times paralyzing.** (Creating a loss in confidence)
  - **3. Exposure**. In the places where change is not occurring at such a pace, people are able to "see" the rest of the world, and long for such change**.**
  - **4. The speed of life has increased drastically**.(change is constant)
  - **5. Pressure to get more and more education**
  - **6. Cut throat competition for jobs.** (Access to information, and for some, a lot of education, levels the playing ground)

B. A Networked World
    1. The world is very interactive (cell phones, email, text messages, distance learning)
    2. Complexity. Because things are not connected linearly, but rather in "web-like" form, the world is more complex.
    3. Multitasking has taken on a whole new meaning.
    4. Western influence is penetrating society. (Media at large is giving access to more than is natural)
    5. Contradictions are more easily embraced. New and old ways of approaching life in developing countries are clashing.

C.   Emergence of the "20 somethings"
    1. Families are starting later. This leaves more time to pour into education, friends, or simply sticking around original family longer**.**
    2. Jobs are scarce, unless you create your own.
    3. Current leaders are holding onto leadership positions.
    4. A strong sense of "what am I supposed to do with my life" has surfaced.
    5. Although many still live with family, more are moving away from their family, before being married.
    6. Willing to ask tough questions that challenge tradition. And engage in the culture that they see changing around them.

Leaders for this Time

So what do these changes mean for how one leads in the world that we live in?

*Navigating Choice **(In response to a knowledge explosion)***
Knowing that a good leader is also a good decision maker and risk taker, it will be important in a world saturated with information, to determine when to stop gathering it and simply move ahead. So how does one make wise decisions about the multitude of choices before them? Leaders must engage in the following things:
    1. Know Yourself.
    2. Mentoring
    3. Know how to build a good team/support system.
    4. Know how to be a "quick change artist"
    5. Must be a knowledge sorter
    6. Decision making/Risk Taking
    7. Engage to Create an Ethical Decision Making Model

    1. Ethics in a Virtual World

Because the world is networked and connected in new ways, opportunities for quick communication and easy access to previously prohibited information is a reality.

Every country or people group develops a moral code, but as Christians, God calls us to an even higher standard of purity and righteous living.

1. Must be technologically savvy
2. Accountability
3. Boundaries.
4. Quick communication and Immediate Gratification
5. Integrity

2. The Leadership Gap

There is simply no infrastructure to support the transition of older leaders, and no roles into which younger leaders can readily move.

1. Leadership is about more than position.
2. You must have entrepreneurial skills as well as be a thought leader.
3. You must know how to network and share leadership
4. Patience
5. Know how to facilitate and breed a culture of a learning organization.
6. Mentoring

Think about it?

Answer Box # 1

What are the consequences of those trends for mentoring and coaching?

Face to Face Coaching

We don't have to talk about this in any more details, because this was the assumed setting of most of the units so far in this course. But we want you to think about the various sorts of coaching and what these findings have

Think about it?

Answer Box # 2

Can the tools and skills you learned in this course be used in different forms of coaching? Why or why not?

What adjustments would you have to make?

Phone coaching

Do you know that almost 90% of all coaching (at least in the Western hemisphere were we collect all kind of statistics) is done by phone! One of the major reasons is because most people simply live or work at a great distance from their coach. Not to forget that most executives and other professionals who have a personal coach are very busy people and the phone is a very convenient way to use the coaching service. For many clients telephone coaching works great and they love it because the phone is more anonymous.

Think about it?

Answer Box # 3

How is the phone perceived in your culture?

Do you think phone coaching could work?

It has been said that 97 percent of all communication is non-verbal. [Albert Mehrabian](#) in his comprehensive research on communication found that, in a face-to-face encounter, seven percent of a verbal message comes from the words used; 38 percent is from the vocal tone, pacing, and inflection; 55 percent of the message is reflected by the speaker's appearance and body language. That translates into 45 percent or almost half of all communication is accomplished without any visual input at all.

If you think about it, the voice of a person in a communication tells a lot about the person's sense of well being. Voice tempo, pitch and intonation can give clues to a person's emotional status. For example, when an individual is trying to stuff their feelings, their breathing tends to be shallower, their talking style gets a little flatter, words are more clipped, and there is more tension in the voice. Alternatively, when a person is thrilled, the breathing will be quicker and stronger, the voice will be more animated, and breathing will be more rapid.

If a person is speaking more slowly than usual, with a lowered, low energy, quieter voice, he, or she may be sad, tired, or depressed. That person could be visualized as slouched, eyes looking down, with disheveled clothing and possibly neglected grooming. On the other hand, the person may simply be in a contemplative mood. That is why we share our perceptions with the client so we can keep that channel of communication fully open.

Also the choice of words can provide a lot of clues.

All to say that even on a phone you can listen and discern many "non-verbal' messages.

What is important in a phone conversation is to use the coaching / mentoring skills you learnt in earlier units. Giving feedback to the client as to our impressions, and receiving clarification and verification from the person, can give us more meaning and understanding as to what we are actually noticing. In addition, the client can also share his or her impressions and ask questions of us!

Everybody picks up and deduces an amazing amount of information about a person over the phone. You do the same thing only it is usually at a more unconscious or subconscious level. So concentrate on some of the above mentioned clues the next time you talk to somebody on the phone.

Here are some important additional tips for phone coaching:
- Create a private space and have enough time without any interruption.
- Minimize interruptions by alerting household members or business colleagues of your need for as specific time of privacy.
- Place a "do not disturb" sign on your door to avoid unexpected visitors.
- Use if possible a headset that makes talking so much more comfortable (and it enables you to make notes when needed).
- Have a paper and pen handy or taking notes.
- If you use a mobile 0r cellular phone make sure the battery is fully charged and has clear reception.

Email Coaching

Another term that is often used to describe the use of technology in coaching (or mentoring)
relationships is "telementoring" or "e-coaching". Typically the interaction between the coach and coachee occurs though e-mail but it may entail other technology supported ways of communication, like Instant Messaging, Video conferencing and the use of online forums. As such it may occur either synchronous, asynchronous or a mixture of both.

One of the greatest potentials of e-coaching is the fact that it can happen across time zones and distance linking coach and coachee who could not otherwise interact. This opens possibilities of coaching across geographic borders that were previously unknown or impossible. Time and distance are no longer a limitation and coaching can be reconfigured to meet human needs.

Of course it assumes that both have access to global technologies and sufficient knowledge to use digital mediums of communication. This is an underlying assumption for all the subsequent discussion.

As with phone coaching the use of email has the disadvantage that it lacks of full range of non verbal communication cues that humans rely on in face to face interactions. That's why the use of smiles (emoticons) and ALL CAPITAL LETTERS etc. have been developed to communicate some kind of emotions. Not to overlook the whole range of so-called emoticons that have been designed.

However that never completely eliminates the risk of misinterpretation or misunderstandings, that may even be more prevalent in email messages than in phone conversations.

Another problem could be that sustained communication and emotional support could be easily sacrificed in favor of quick and immediate communication and responses.

Think about it?

Answer Box # 4	Share your experience with e-mail with a fellow cohort member or small group. How would you use email in coaching and what could you do to make it an effective medium in your context?

Now go ahead and read the article by John Suler in your reading section. Although he does not talk about coaching per se, you can learn a lot about email and relationships that is applicable for coaching.

Think about it?

<table>
<tr>
<td>Answer Box # 5</td>
<td>After reading Suler's article use the information he provides and formulate your own email coaching best practice.

How could you most effectively use email coaching in your culture?</td>
</tr>
</table>

Group Coaching

Group coaching can be either a series of interactions over a longer period of time or a single interaction to solve a particular question or problem. The most common technology used in group coaching would be teleconferences, chat rooms, forums, bulletin boards or lately blogs.

One form of group coaching is often labeled "ask the expert" which is a kind of specific short term exchange whereby a coachee may ask an expert a questions or request some assistance. In some forums coachees can ask the question and either one coach or more can respond and the answers are kept in an achieve for later retrieval.

In such a group coaching model the emphasis is on information sharing with less emphasis on relationship. The biggest advantage in this model is the fact that the coach is usually a well respected person in a specific field of knowledge and a coachee gets access to this person whom he or she otherwise would never meet.

Internet based Coaching Experience

Our E-learning platform (Moodle) gives you some experience of internet based technologies that may play a bigger role in the future.

Think about it?

Answer Box # 6

What first thoughts come to mind if you think about Internet based coaching and chatrooms?

Can technology be a delivery medium for coaching?

Critical reflections - potential yes - panacea no! We certainly have to ask some fundamental questions, like:
How much does technology alter the nature of human relationships?

Privacy Issues

E-mail, chat rooms and other online forums are not secure ways of communication. The problem becomes more pronounced when it is realized that e-mail communication using employers communication networks are subject to reviews by other members of the organizations.

This will lead to a reluctance of the coachee to probe organizational issues with the coach.

More and more encryption software etc can address part of the problem nevertheless the legal rights of employers to have access to employee's communications are legally upheld.

Assignment

Final Assignment

1. WRITTEN ASSIGNMENT TO BE HANDED IN TO YOUR COURSE FACILITATOR
See Answer box #5 - After reading Suler's article use the information he provides and formulate your own email coaching best practice.

How could you most effectively use email coaching in your culture?

2. PERSONAL ACTION ITEM
Start a discussion group on the e-learning platform.

3. MENTORING JOURNAL/ PORTFOLIO
Document your participation in the MOODLE platform and what you have learned from it!

Reflect back on the mentoring & coaching course and highlight what were the two or three most important lessons you learnt and why. How will you implement these lessons in your life and work.

Readings

The following is an article by John Suler, from his online book "The Psychology of Cyberspace". It can be downloaded in its entirety at
http://www.rider.edu/~suler/psycyber/psycyber.html

E-Mail Communication and Relationships

By John Suler

E-mail may be the most important, unique method for communicating and developing relationships since the telephone. First of all, it is easy to use. People also find it familiar and safe because it is similar in many respects to writing letters - minus the annoyances of addressing envelopes, licking stamps, and trips to the mail box. Of all the methods for developing relationships on the internet, it is the most common - and perhaps the most powerful. Although friendships and romances may indeed begin in chat rooms, instant messagin, avatar communities, blogs, or other environments, these relationships almost always expand into e-mail as a way to deepen the communication. It is a more private, more reliable, less chaotic way to talk. Even when other online tools improve greatly by becoming more effectively visual and auditory - as in video teleconferencing - e-mail will not disappear. Many people will prefer it because it is a non-visual and non-auditory form of communication. After all, we don't see people rushing out to buy video equipment to accessorize their telephone, even though that technology has been available for some time.

E-mail is not just electronic mail sent via the internet. E-mail communication creates a psychological space in which pairs of people - or groups of people - interact. It creates a context and boundary in which human relationships can unfold.

Basic Features: The Nuts and Bolts of E-mail Communication

Typed Text (TextTalk) - People type words to communicate via e-mail. More technologically sophisticated methods enable you to incorporate pictures and sounds into the message, but that's a more complex process that some people avoid. It's the simplicity and ease of use that attracts many people to e-mailing. On the other hand, some people may not like e-mail BECAUSE it involves typing. While everyone knows how to talk, not everyone knows how to type. Some people also may not feel comfortable or skilled in expressing themselves through writing. The typing/writing barrier filters some people out of the e-mail world. For those who love to write, e-mail is heaven. It's even possible that there is a difference in cognitive style between people who love to communicate with written words and those who don't. "Text talk," as I like to call it, is a language unto itself, overlapping with but not quite the same as writing letters, reports, other traditional types of documents.

Missing Face-to-Face Cues - In the typed text of e-mail, you can't see other people's faces or hear them speak. All those subtle voice and body language cues are lost, which can make the nuances of communicating more difficult. But humans are creative beings. Avid e-mailers have developed all sorts of innovative strategies for expressing themselves through typed text. A skilled writer may be able to communicate considerable depth and subtlety in the deceptively simple written word. Despite the lack of face-to-face cues, conversing via e-mail has evolved into a sophisticated, expressive art form.

Anonymity - People may not know who you are or where you are when you send them an e-mail. If you want, you can use a pseudonym in the message. And the return address contains only general information about where you are. The average user doesn't know how to track down the origin and identity of a mysterious message. If someone is determined to remain hidden, they can send their mail through an anonymous mailer service that will strip away all identifying information from the e-mail. This potential for anonymity in e-mailing disinhibits some people. They say things they wouldn't ordinarily say. The lack of face-to-face cues amplifies this disinhibiting effect. In some cases the result may be people who speak in an aggressive, antisocial manner. Sometimes it encourages people to be more open, honest, and affectionate. Anonymity isn't intrinsically a "good" or "bad" thing. It cuts both ways.

Asynchronous Interaction - E-mail conversations do not occur in "real time." You and your partner do not have to be sitting at the computer at the same moment in order to talk. Unlike face-to-face encounters, which are synchronous, e-mail discussions do not require you to respond on-the-spot to what they other has said. You have time to think, evaluate, and compose your reply. Some people take advantage of this convenient "zone of reflection." Some do not. When I receive a message that emotionally stirs me up, I apply my "24-Hours Rule." I compose a reply without sending it (or write nothing), wait 24 hours, then go back to reread the other person's message and my unsent reply. Very often, I interpret the other person's message differently - usually less emotionally - the second time around. Very often, the reply I do send off is very different - usually much more rationale and mature - than the one I would have sent the day before. The 24-Hours Rule has saved me from unnecessary misunderstandings and arguments (see the section on transference).

Adjustable Conversing Speed - Because e-mail communication is asynchronous, the rate at which you converse is maneuverable. A conversation may occur over the course of minutes, days, weeks, or months. Interactive time can be shortened or stretched, as needed. Changes in the pacing of the e-mail exchange between two people reflects the dynamics of their relationship.

Adjustable Group Size - Most e-mail programs allow you to cc people or create a mailing list. These features make it very easy to expand a dyad conversation into a group discussion. Large groups of dozens or more people can be managed through several online services that offer e-mail group services. The membership boundary of the e-mail interactive space is as flexible as its members want it to be. Sometimes the boundaries are hidden: people can be dropped from a discussion without their even knowing it. Many of the ideas discussed in this article apply to e-mail dyads as well as groups. But the topic of mailing lists is a whole universe unto itself, involving all the subtleties and complexities of group dynamics. For example, through what stages does an e-mail group progress?; what is it like being a member of an online working group, such as a wizard mailing list?; how can decisions be made in a mailing list?; what are the pros and cons of online support groups?; what happens when in-person work groups are extended into e-mail?

Spam - Inevitably, e-mail users are subjected to the spam of unrequested messages designed to sell an idea or a product. Junk mail. To internet oldtimers, spam is anathema. It's the apocalyptic sign of the commercialization of cyberspace. People subjectively experience e-mail as a personal space in which they interact with family, friends, and colleagues. Spam is the commercial that pops up in your face, intruding on that private zone. In the list of incoming mail, it stands out like a wart. One of the very few good things about spam is that it reminds you of how e-mail is not a totally private space. Unwelcomed others can inject their irrelevance. Defending the in-box has become a game of wits between the user and the relentless spammers.

<p align="center">**Anatomy of an E-mail Message: Facets and Structure**</p>

An e-mail message can be dissected into seven components: (1) the sender's name as indicated in your inbox, (2) the subject line, as indicated in your inbox, (3) the greeting that introduces the body of the message, (4) the body of message, including quoted text, (5) the sign-off line and name, and, (6) the signature block. The body of the message is what most people consider the actual "message" itself. Surely, it is the most lengthy, complex, and changing aspect of the exchange between e-mail partners. However, the other components of the message also can be tiny gems of communication. Much meaning can be packed into those little nuggets. How those deceptively simple components of the message change over time may signal important changes in the relationship.

1. The Sender's Name

Most people set their e-mail username in their e-mail program and leave it that way. It reflects the ongoing identity that one wishes to present online. The name chosen usually is one's real name, a pseudonym, or a combined name (e.g., Bill and Martha Smith). Using one's real name indicates a wish to simply be oneself. It's a straightforward, "honest" presentation. Pseudonyms are more mysterious, playful approaches: "Can you guess who I am?" They may express some non-obvious or underlying aspect of the person's identity and self-concept. They may reveal unconscious motivating fantasies and wishes (or fears) about one's identity. A combined name is a "letting it be known" that you have a partner - that the two of you are sharing the e-mail program and may both be reading all the mail (which may significantly affect how others respond). When people change the username setting in their e-mail program, it reflects a significant change in how they wish to present their ongoing, online identity. Moving from a pseudonym to one's real name expresses the wish to drop the "mask" (albeit a meaningful mask). Changing the combined name to a single name is a move towards separation and individuation that invites more private, one-on-one dialogue.

2. The Subject Line

The subject line is a tiny microcosm unto itself. Often people use it to just summarize or introduce the major idea/s contained in the body of the message. But experienced e-mail users understand the more subtle techniques for communicating meaning and emotion in the titles they bestow to their e-mail. The subject line can lead into, highlight, or elaborate a particular idea in the message. It can ask a definitive question,

shoot back a definitive answer, joke, tease, prod, berate, shout, whisper, or emote. Sometimes its meaning may blatantly or discreetly contradict the sentiment expressed in the body of the message. A creative application of caps, commas, slashes, parentheses, and other keyboard characters adds emphasis and complexity to the thoughts and emotions expressed in the subject line. Here are some examples illustrating these ideas:

HELLO SAM!
and now for something completely different
What should I do?
the solution is....
loved it!
Jim! help, Help, HELP!!
offensive
ACCK!!!
I'm so impressed (yawn)
Have To Do This
PASSWORD CHANGE
(sic)
Things afoot...
Even more/sorry
thanks for your compliment and support, really!
please read
????
guitar, our visit, money
OK folks, settle down
It's been fun, boys & girls ;-)
apology
&**%$#))(*@#%%$
HUGZZZ
Bob / battles / techniques / bullshit
sigh...

In an e-mail archive, examining the list of subject lines across the development of the relationship is like perusing the headlines of a newspaper over the course of months or years. It reflects the flow of important themes in the history of the e-mail encounter. These patterns and trends over time might reveal hidden or unconscious elements in relationship between the two people. For example, one interesting feature is the use of "re:" as a prefix to the subject line. For how many messages did the couple continue to click on "reply" and reuse the same subject? This might indicate the emotional intensity of that particular thread.

The use of "re:" versus creating a new subject line can be an interesting dynamic interchange between e-mail partners. Creating a new line is a bit like taking the lead in the relationship by introducing a new title for the interaction - like creating a headline for the story that is the ongoing dialogue. It's an attempt to conceptualize, summarize, and highlight what the person perceives as the most important feature of the conversation. Creating a new subject line calls into play the "observing ego" - that ability to step back and reflect on what is happening. It shows a sense of responsibility and ownership for the dialogue - in some cases maybe even an attempt to control the dialogue. In this fashion, some e-mail partners duel with each other via the subject line. Simply clicking on reply without creating a new message title may indicate less of an observing ego and more of a spontaneous reaction. It suggests a "I want to reply to what you said" mode of operation. Some people chronically fail to create a new subject line and persistently use "re:" They may be a bit passive in the relationship, or lazy. They may not feel that sense of responsibility, ownership, or control. If this isn't true, their partner may nevertheless perceive them as being that way.

Spammers will try to exploit the subject line in order to trick you into opening the message. Beware of subject headings written all in caps, embellished with asterisks and exclamation points, or containing overly friendly or seductive messages ("Just wanted to say hello...") - especially when you don't recognize the sender's name. If it looks and smells like spam, it's spam.

3. The Greeting

Similar to writing letters or meeting someone on the street, the conversation usually begins with a greeting of some sort. Different greetings convey slightly different emotional tones and levels of intimacy. It sets the mood for the rest of the message, and sometimes may contradict the tone of the message. Over the course of a batch of messages, the back-and-forth changes in the greeting can become a revealing little dance - sometimes playful, sometimes competitive. Who is being more polite, friendly, intimate, enthusiastic, emotional? Adding the person's name to the greeting - "Hi Pat," rather than simply "Hi" - always indicates a deeper level of intimacy - or, at the very least, the fact that you made the small extra effort to personalize the message.

Here is a sample of some greetings:

Dear Pat - A somewhat formal opening, highly reminiscent of letter writing. In fact, newbie e-mail users often fall back on this familiar way to start off a correspondence. I've rarely seen experienced users begin with "Dear" - except, perhaps, when approaching a stranger for whom respectful formality might be appropriate. In most cases, it's a bit too polite for the casual atmosphere that many associate with the Internet. Because "Dear" is associated with snail mail - an inferior mode of communicating, in the eyes of avid users - some people may frown upon it's use. They might view the sender as being naive about the social dynamics of e-mail.

Hello Pat - A more causal, friendly greeting, with a hint of politeness and respect. A very handy, all-purpose opener.

Hi Pat - A slightly more casual, friendlier greeting than "Hello." It's probably not appropriate for the first e-mail exchange with a stranger, unless you immediately want to set the tone of "friendliness among peers."

Hi Pat! / Hello Pat!! - A more enthusiastic salutation, almost like hugging or slapping the person on the back. There also can be an element of surprise or delight in the exclamation point - as if you just called the person on the phone and can hear in their "Hi!" how they happily recognize that it's you! The more exclamation points, the more enthusiasm - although a long row of exclamation points might be perceived as phony or contrived overkill.

Pat!!! - This one conveys an even higher level of enthusiasm, surprise, or delight - so much so that only and simply the companion's name gushes forth from one's consciousness.

Pat, - A very matter-of-fact, "let's get to the point" opening. Sometimes there's an almost ominous tone to this greeting, as if the sender is trying to get your attention in preparation for some unpleasant discussion.

Hey there! - A very informal greeting, usually reserved for friends. Although the recipient's name is omitted, it's assumed that the sender knows it's you.

Hey Dude! / Yo! - Another very informal hello reserved for friends, usually (but not always) between males. It conveys a feeling of camaraderie.

Greetings! - A sure sign that spam is coming at you, or perhaps a message from a colleague or friend who is trying to be a bit humorous by offering a deceptively "formal" hello.

Hi, / Hello, - Whereas the Hi is a bit more casual than the Hello, both of these greetings lack the intimate touch of including the recipients name. They come across as a bit flat or impersonal. Spammers and other people who are basically indifferent to who you are will top off the message with this lackluster intro.

No greeting at all is an interesting phenomenon that cuts both ways. In some cases, it may reveal that the sender is lazy, passive, or how he/she lacks any personal connection to you (as well as any desire for a personal connection). In some messages I've received of this type, I felt almost as if the sender perceived me as a computer program ready to respond their needs - with no identity or needs of my own.

On the other hand, no greeting may indicate the exact opposite scenario. The sender indeed feels connected to you - so much so that a greeting isn't required. She assumes you know that it's you who's on her mind. Or he never felt like he left the conversation and the psychological space he inhabits with you: so why inject a greeting into the message? In an ongoing, back-and-forth dialogue, there may be no greetings at all throughout a string of exchanged e-mails. In the face-to-face world, you don't say "hello" in the midst of an energetic discussion.

In cyberspace, the same principle holds. Although each e-mail message looks like a letter that traditionally starts off with a greeting, it actually isn't. In many cases it is a segment of an ongoing conversation.

4. The Body of the Message

The body of the message is the most complex component of the e-mail. Messages can vary widely in length, organization, flow of ideas, the use of quoted text, spelling errors, grammar sophistication, the use of caps, tabs, smileys and other unique keyboard characters, the spacing of paragraphs, and the overall visual "feel" of the message.

The structure of the e-mail body reflects the cognitive and personality style of the individual who creates it. People who are compulsive may strive for well organized and logically constructed messages with few, if any, spelling or grammatical errors (they will take advantage of their spell-check programs). Those with a histrionic flair may offer a more dramatic presentation, where neatness plays a back seat to the expressive use of spacing, caps, unique keyboard characters, and colorful language. People with schizoid tendencies may be pithy, while those who are more impulsive may dash off a disorganized, spelling-challenged message with emotional phrases highlighted in shouted caps.

E-mail Empathy - Does the sender pay attention to and anticipate the needs of the recipient? Empathic people will specifically respond to what their e-mail partners have said. They ask their partners questions about themselves and their lives. But they also construct their messages anticipating what it will be like for the recipient to read it. They write in a style that is both engaging and readily understood. With appropriate use of spacing, paragraph breaks, and various keyboard characters (....////****) to serve as highlights and dividers, they visually construct the message so that it is easy and pleasing to read. They estimate just how long is too long. Essentially, they are good writers who pay attention to the needs of their audience. This is quite unlike people with narcissistic tendencies, who have difficulty putting themselves into the shoes of the recipient. They may produce lengthy blocks of unbroken text, expecting that their partner will sustain an interest in scrolling, reading, scrolling, reading, for seemingly endless screens of long-winded descriptions of what the sender thinks and feels. Paradoxically, the narcissistic person's need to be heard and admired may result in the recipient hitting the delete key out of frustration or boredom.

Planning versus Spontaneity - A carefully, empathically constructed e-mail sometimes lacks spontaneity. It is possible to over-think and micro-manage the message to the point where it sounds a bit contrived. Perhaps the most effective message is one that strikes a balance between spontaneity and carefully planned organization. Also, short messages with some obvious spelling errors, glitches, or a slightly chaotic visual appearance can be a sincere expression of affection and friendship - as if the person is willing to let you see how they look hanging around the house, wearing an old t-shirt and jeans. Or such a message can be a genuine expression of the person's state of mind at that moment. "I'm in a hurry, but I wanted to dash this off to you!" In the course of an ongoing e-mail relationship, there will be a engaging rhythm of spontaneous and carefully thought out messages that parallels the ebb and flow of the relationship itself.

Creative Keyboarding - Humans are curious creatures. When faced with barriers, they find all sorts of creative ways to work around them - especially when those barriers involve communication. Experienced e-mailers have developed a variety of keyboard techniques to overcome

some of the limitations of typed text - techniques that lend a vocal and kinesthetic quality to the message. They attempt to make e-mail conversations less like postal letters and more like a face-to-face encounter. Some of these strategies come from the world of Internet chat rooms.

Thank you so much! (happy, happy, happy)
[feeling insecure here]
I completely forgot! (slapping myself on the forehead)
Hi (yawn) everyone.
I know exactly what I'm talking about (scratching forehead)
(thinking this over...)
[g]
Thoughts and feelings placed in parentheses or brackets are a kind of subvocal muttering to oneself - as if one is thinking outloud, tipping one's hand, allowing the other to peek inside one's head. There's an honest or even vulnerable quality to this **parenthetical expression** because you're letting the other person in on something that otherwise could be kept hidden. Actions placed in parentheses indicate body language - an attempt to convey some of the face-to-face cues that are missing in typed text encounters. Options range from a simple standard grin [g] to more complex, personally tailored descriptions. Of course, people have much more conscious control over these parenthetical actions than they do over body language in the in-person world. Sometimes it's an intentional effort to convey some subtle mood or state of mind. In a way, one almost implicitly is saying, "Hey, if there is something hidden or unconscious going on inside me, this is what it probably is!"
I'd love to hear about *your* opinion
I urge you to PLEASE PLEASE PLEASE keep everything you have!
I will **NOT** do it!!!
On the other hand, if it _IS_ true, then we have to do something.
big smoochies
[[[HUGS]]]

Voice accentuation can be accomplished using caps, asterisks, underlining, and other keyboard characters. Exclamation points add to the effect. It's an attempt to mimic the changes in voice emphasis that you might hear in hte face-to-face world as well as the emotions that accompany that emphasis. Accentuating a single word in a sentence sometimes can drastically alter the meaning and impact of that sentence. Rather than highlighting voice, those last two examples above illustrate an **action accentuation**. Like parenthetical actions, it expresses body language - but body language that is always completely intentional and obvious.
Speaking of which....
Thanks.... and.... happy birthday to you.....happy birthday to yooooouuuuu!!
That's for sure..... On the other hand, I may be wrong.
I would say that......um..... uh....

A series of dots - "**trailers**" - can be used creatively in a variety of ways. Usually they mimic a pause in one's speaking. That pause might be used dramatically, to lead the person into or psychologically prepare them for your next idea - sometimes even a "you might want to sit down for this" warning. Or the trailer indicates a pause to breathe (as in singing), a transition in your thinking, or a temporary lapse or faltering in your train of thought. The addition of the "um" and "uh" in that last example helps simulate the sense of hesitation and confusion in that faltering thought process. It mimics in-person speech patterns.

That's wonderful! :-)
I disagree with you Bill :-)
Take this job and shove it :-)
I have complete faith in you :-)
My, aren't we defensive :-)
I really am a serial yakker :-)
I myself have been guilty of this. :-)
Thanks for listening to my rant. :-)
I have warned you not to stray over that fine line :-)

Gotta go :-(
This is really upsetting :-(

Know what I mean? ;-)
We'll show him a thing or two. ;-)
Just throwing in my 2 cents ;-)
He has SUCH a magnetic personality ;-)
Forget PC's, there is WebTv now ;-)

As the term "**emoticons**" suggests, these keyboard faces are tagged onto the end of a sentence to enhance emotional expression. Including the smiley, the frown, and the winky (among others), they may amplify the feeling expressed in the sentence, add a subtle affective spin to the sentence, or even contradict its sentiment. The smiley often is used to clarify a friendly feeling when otherwise the tone of your sentence might be ambiguous. It also can reflect benign assertiveness, an attempt to undo hostility, subtle denial or sarcasm, self-consciousness, and apologetic anxiety. The winky is like elbowing your e-mail partner, implying that you both know something that doesn't need to be said outloud. It's also a good way to express sarcasm.

lol
LOL
LOL!!!!
ROFL!!!!
LMAO!!!

The ubiquitous **LOL** (laughing out loud) - which originated in chat rooms - is very handy tool for responding to something funny without having to actually say "Oh, that's funny!" It's feels more natural and spontaneous - more like the way you would respond in a face-to-face situation. The sequence of acronyms listed above indicate increasing levels of mirth - beginning with the weak, perhaps even perfunctory "lol" and moving toward the unrestrained "rolling on floor laughing" and raucous "laughing my ass off." Once again, exclamation points enhance the effect. Hello Sam. Thank you for the message you sent. I enjoyed it. I didn't know that you felt that way. Let's talk more about it.

Hello Sam! Thank you for the message you sent. I enjoyed it!! I didn't know that you felt that way. Let's talk more about it!

Hello Sam!! Thank you for the message you sent!! I enjoyed it!!! I didn't know that you felt that way!!! Let's talk more about it!!!

How and when to use **exclamation points** is a bit of an art form. Unless the sentiment of the sentence is clearly negative, they tend to lighten up the mood. But like spice in cooking, there are dangers of excess as well as omissions. Leaving out exclamation points entirely - as in the first example above - may result in a message that appears emotionally bland, ambiguous, maybe overly serious. Without even a hint of enthusiasm, some people might wonder if the sender is suppressing some hostility. On the other extreme, too many exclamation points - as in the third example above - may result in a message mood that seems contrived, shallow, or even uncomfortably manic. A message peppered lightly with exclamations, at just the right spots, can give the message a varying texture of energy that emphasizes what needs to be emphasized. Of the three examples above, the second best illustrates this.

Quoted Text - An advantage of e-mail conversations over face-to-face ones is that you have the ability to quote parts or all of what your partner said in his previous message. Hitting "reply" - which, in many e-mail programs, places arrow marks > or vertical lines next to the whole quoted message - and then tacking your response to the top or bottom of the e-mail is a quick and easy rejoinder. In some cases it's a very appropriate strategy, especially when your partner's message was short, which makes it obvious what you are replying to. However, inserting a reply at the top or bottom of an entire quoted message which is LONG may be perceived by your partner as laziness or indifference on your part - as if you simply hit the reply button, typed your response, and clicked on "send." The person may not be sure exactly what part of the message you are responding to. You also force your partner to download an unnecessarily long file. Sticking a reply at the end of the lengthy quoted message can be particularly annoying because it forces the person to scroll and scroll and scroll, looking for the reply.

All in all, quoting the entirety of a hefty message may not come across as a considerate and personal response. The impersonal, business-like, or "for the record" tone may be exacerbated by those e-mail programs that automatically preface a block of quoted text with a standardized notice like, "On Saturday, May 28, Joe Smith said:" While this automated notation may work fine in formal, business-like relationships, or on e-mail lists where multiple conversations are taking place, it may leave a bad taste in the mouth of an e-mail friend or acquaintance.

The alternative to quoting the whole message is to select out and respond individually to segments of it. Some e-mail programs allow you to place vertical lines or arrow marks next to each line of quoted text, or the sender may place arrows at the beginning and end of the quoted segment (>>often like this<<). Some people use [snip] to indicate that what follows is quoted text.

It takes more time and effort to quote segments rather than the whole message, but there are several advantages. People may appreciate the fact that you put that time and effort into your response. It makes your message clearer, more to the point, easier to read. It may convey to your partner a kind of empathic attentiveness because you are responding to specific things that she said. You are letting the person know exactly what from his message stood out in your mind. Replying to several segments can result in an entertaining and intriguingly rich e-mail in which there are several threads of conversation occurring at the same time, each with a different content and emotional tone. In one multilevel e-mail, you may be joking, explaining, questioning, recalling a past event, and anticipating a future one. For continuity and clarity, several back-and-forth exchanges can be captured by embedding quoted segments. Experienced e-mail users have a variety of keyboard techniques for making a series of embedded quotes easier to read. Here is an example using arrows:

>> I know what you mean. He said the same thing to me.
> What was your reaction?
I didn't know exactly how to react.

>> I know what you mean. He said the same thing to me.
> What was your reaction?
------> I didn't know exactly how to react.

>> I know what you mean. He said the same thing to me.
> What was your reaction?
...... I didn't know exactly how to react.

>> I know what you mean. He said the same thing to me.
> What was your reaction?

I didn't know exactly how to react.
There is a downside to quoting segments. In flame wars, you often see people citing more and more of what the opponent said, using it as ammunition to launch counterattacks. A series of point-by-point retorts becomes a verbal slicing up of the foe, almost as if it reflects an unconscious wish to "tear up" the person by tearing up his message. Often the attacker wants to legitimize his arguments by citing the opponent's exact words, as if the citation stands as concrete, unquestionable evidence. "This is precisely what you said." However, it's very easy to take sentences out of context, completely misread their emotional tone, or juxtapose several segments extracted from different parts of the other person's e-mail and then draw a false conclusion from that forced composite of ideas. My colleague Michael Fenichel aptly calls this a "cut and paste reality."

Rich Text - Many e-mail programs enable the person to control font type, size, color, centering, left and right justification, bold and italic styling. These options provide another dimension for creatively formatting the e-mail and expressing oneself. Bold print comes in handy for voice accentuation. Color can highlight mood - for example, conveying **anger** or **jubilation**. Different text colors and/or fonts also work effectively for indicating quoted text, especially when two or more people are cited within your message, with a different font and/or color for each person.

However, as in cuisine, overly rich text can make the reader queasy. A heavy mixture of fonts, colors, styling, and indentations becomes confusing, unpalatable. All creative keyboarding techniques require a light, sensitive hand - a delicate balance of expressive and straightforward communication. Those eager for creative e-mails also need to know that not all e-mail programs or e-mail servers will be kind to their creations. Some programs and servers may not recognize the special formatting. A paragraph innovatively and beautifully formatted by the sender may be riddled with meaningless glitches in the reader's window. Or that part of the message may simply disappear. Essentially, the machines at both ends - and inbetween - speak different languages, resulting in these annoying **e-mail translation errors**. Before attempting rich text, it is wise to send a sample message to the recipient, to test out what can and can't be read.

5. The Sign-Off Line and Name

Whereas the greeting is the way people say hello and sign in, the sign-off line is the way they exit from their message. As with the greeting, the sign-off is a fingerprint revealing the status of the person's mood and state of mind - sometimes obvious, sometimes subtle. "Here's where I'm at as I say good-bye." A contrast between the greeting and the sign-off may be significant - as if writing the e-mail altered the person's attitudes and feelings. Across a series of messages, the sign-off lines may be a string of repartees between the partners that amplifies, highlights or adds nuance to their dialogue in the message bodies. The progression of exchanged sign-off lines may itself become an encapsulated, Morse-code dialogue between the partners. "Sincerely," "Regards" or other similar sign-offs are rather safe, all-purpose tools borrowed from the world of postal mail. They are formal, polite ways to exit. Some avid e-mailer users use them sparingly because they suggest a snail-mail mentality and a lack of appreciation for the creatively conversational quality of e-mail. Here are some examples of sign-off lines that are a bit more revealing of the person's state of mind and his/her relationship to the e-mail partner:

HUGZZ,
take care,
an unusually annoyed,
thanks for listening,
Live long and prosper,
ACK!
peace,
just my 2 cents,
stay cool,
have fun!

still confused,

sheesh....

looking forward to hearing from you,

enough for now,

Almost invariably, the sender's name follows the sign-off line, which demonstrates how intrinsically connected the sign-off line is to the identity of the sender. Simply typing your real name is the easiest, most straightforward tactic. If the e-mail partners both belong to the same online community, they may have to make a conscious choice about whether to use their real names or their online usernames. The online name can be entertaining and revealing, but changing from that imaginary handle to your real name may be a gesture of honestly and intimacy - a kind of "coming out." Creatively playing with your sign-off name can be an another effective way to express your state of mind, some aspect of your identity, or your relationship to your e-mail partner. Usually this type of play only feels appropriate with friends, or it indicates that one wishes to be friendly, loose, and imaginative. Proclaiming their identification with net culture, people sometimes apply the common cyberspace practice of fusing two capitalized words to create a "neologistic name" for themselves. Here are some examples of playful sign-off names:

Ed!

Kat :-)

Busy Guy

Sam (aka SupraSuds)

Weary2

BirthdayGal

The Frozen Man

BigBro

Cyberhappy

Po'

Leaving out the sign-off line and/or name may be an omission with meaning. It might suggest a curt, efficient, formal, impersonal, or even angry attitude about the conversation. The ending could appear especially bureaucratic or impersonal if the person inserts his signature block and nothing else. On the other hand, friends may leave out a sign-off line and name as a gesture of informality and familiarity. "You know it's me." They may assume that the conversation is ongoing - as in a face-to-face talk - so there's no need to type anything that suggests a good-bye.

6. The Signature Block

Many e-mail programs offer the option of creating a signature file or "block" that automatically will be placed at the bottom of your message (unless that feature is turned off). People usually place factual or identifying information into that file - such as their full name, title, e-mail address, postal address, institutional affiliation, phone number, etc. It's a prepackaged stamp indicating "who and where I am." What a person puts into that file reflects what they hold dear to their public identity. Some programs offer the feature of writing alternative signature files, which gives the person the opportunity to create several different fingerprints, each one tailored for a specific purpose. For example, one may be formal and factual, another more casual and playful. Each one is a slightly different slice of the person's identity. Because all signature blocks

have a non-spontaneous, prepackaged feeling to them, friends often make a conscious effort to turn it off when writing to a cyberspace pal. In a sense, you are dropping your status and title while also assuming the person knows your e-mail address, phone number, etc. The first message in which the sig block is eliminated probably reflects the sender's move towards feeling more friendly and casual in the relationship. As with the sign-off line and name, a change in a person's sig block reflects a shift in their identity or in how they wish to present their identity.

<p style="text-align: center"><strong style="color: darkred">An E-mail Make-Over</p>

What follows is an example of a "before" and "after" message. The two are similar in terms of the surface content of what Susan is saying to Joe. However, the second one illustrates the variety of e-mail composition techniques discussed in the previous sections of this article. It shows a balance between spontaneity and thoughtful organization; empathic attentiveness to the recipient; and the expressive use of quoted text, caps, special characters, spacing, trailers, parenthetical thoughts and actions, and smileys. As such, it conveys an entirely different range of meanings and feelings that the first message:

version 1

Joe,
Quoting text in e-mail is something we all have to learn at some point or another. No problem. If your e-mail program doesn't automatically set up a new message with the quoted text in it, there are other ways to do it. One way is like this. Open the e-mail I sent to you. Create a new (blank) e-mail to send to me. Use your mouse to select and copy the text from the e-mail I sent you. Insert that copied text into the new e-mail message. Add in whatever new text you want into the message to send to me. This is easy to do on a Mac. I think you're working on a PC, right? It should be pretty easy for you too, though the steps might be slightly different. Let me know how it works out. Have a great time on your vacation. We were supposed to leave for vacation last week, but our car broke down. Something to do with the transmission. It's at the dealers now being fixed. It will probably cost an arm and a leg. But that doesn't matter. You know us. We have lots of money.
- Susan

version 2

Hello Joe!

>>Working on the paper together through e-mail is a great idea. My trouble is that I don't know how to add onto your e-mail, though I've seen others respond to my e-mails by just writing below what I had written. I'm sure it's a1-2-3 type of thing, so if you give me a hand I'd really appreciate it. I'm such a dolt!<<

LOL! Hey! It's something we all have to learn at some point or another. No prob. If your e-mail program doesn't automatically set up a new message with the quoted text in it, there are other ways to do it. One way is like this:

- open the e-mail I sent to you
- create a new (blank) e-mail to send to me
- use your mouse to select and copy the text from the e-mail I sent you
- insert that copied text into the new e-mail message
- add in whatever new text you want into the message to send to me

Voila. This is easy to do on a Mac. I think you're working on a PC, right? It should be pretty easy for you too, though the steps might be slightly different. Let me know how it works out.

>> Otherwise all is going well here. We're headed to the beach for our vacation next week. We're looking forward to it. We need some time off from work.<<

Have a GREAT time! :-) .... (feeling jealous).... We were *supposed* to leave for vacation last week, but our car broke down. Something to do with the transmission. It's at the dealers now being fixed. It will probably cost an arm and a leg. But that doesn't matter. You know us....we.... uh... (cough)...have LOTS of money. ;-)

hands in holes in pockets,
Susan

Simply Susan
msmith@newnet.com
"Life without art isn't life."

Keeping Record: The E-mail Archive

A big advantage of e-mail encounters over ftf ones is that you can keep an exact record of what was said. At your leisure you can reread and reflect on the exchanges between you and your e-mail partner. If two people only know each other via e-mail - and at least one of them saves all of the exchanges messages - we could even make the argument that the relationship has been preserved in its entirety. Often, however, a person only saves some of the messages, probably those that are especially meaningful - emotional high points, moments of intimacy, important personal information, or other milestones in the relationship. Comparing the messages saved by one person to those saved by the partner could reveal similarities and discrepancies in what each of them finds most important about the relationship. One person might savor humor, practical information, personal self-disclosures, emotional recollections, or intellectual debate - while the other may not. Saving mostly one's own messages, or mostly the other person's messages, may reflect a difference in focus on either self or other. The area of significant overlap in saved messages reflects the common ground of interest and attitude that holds the relationship together.

It's very possible that there might be a significant difference between partners in the number of saved messages. The person who saves less - or maybe none at all - may have a lower investment in the relationship. Or they may not be as self-reflective about relationships as people who wish to reread and think about what was said. On the other hand, that person may simply have less of a need to capture, preserve, or control the relationship. Some people like to "live in the moment." They may not feel a need to store away what was said... and that doesn't necessarily indicate less of an emotional involvement.

Unless you're simply searching for information (e.g., phone number, address), what prompts you to go back and read old messages may be a sign of something significant happening in the relationship or your reaction to it. Doubt, worry, confusion, anger, nostalgia? What motivates you to search your archive? The curious thing about rereading old messages (even if they are just a few days old) is that they sound different than they did the first time you read them. You see the old message in a new light, from a new perspective. You notice nuances that you did not see before. Or you discover that the emotions and meanings you previously detected were really your own projections and really nothing that the sender put there (i.e., your transference reaction). We are tempted to think that an e-mail archive is a factual record of what was said. In some ways it is. But a saved message also is a container into which we pour our own psyche. We invest it with all sorts of meanings and emotions depending on our state of mind at the moment.

Previously in this article, I discussed the use quoted text. Usually, one quotes lines from the most recent message received from the e-mail partner. If you have an e-mail archive, you also can quote lines from earlier messages, including messages from long ago. These recitations may have a dramatic impact on your partner. On the positive side, the person may be pleased to realize that you are saving her messages - in a sense, holding him in your memory, even cherishing her words. On the negative side, it can feel eerie seeing one's words revived from the distant past, especially when you don't quite remember when or in what context you said it. It's a reminder that the person has a record of you. The situation can be even more unnerving when you don't have a record of the message yourself, so you can't verify the accuracy of the quote. A slightly paranoid feeling seeps in. "Am I being deceived, held hostage?... Why didn't *I* save that message?" Of course, all of these negative

reactions are amplified when the old quoted text is being thrown at you in an accusatory or hostile manner. At other times the remembrance feels benign and nostalgic.

E-mail Stress

Although e-mail certainly stands near the top of the list of important modern inventions, it comes with a price, as do many if not all inventions. In this complex and harried technological world we live in, e-mail can add to the stress of everyday living. A variety of factors contribute to e-mail induced stress:

Social and information overload: People can be overwhelmed by the fast pace and heavy bombardment of incoming messages, often from many different types of people with many different agendas, and saturated with all sorts of information, some valuable, some useless, all needing to be evaluated as important or not. This social and work multitasking can overload a person's ability to cope.

Social ambiguity: As discussed earlier in this article, the missing face-to-face cues of e-mail makes it potentially ambiguous. Even sophisticated e-mail users will lapse into moments of miscommunication. It's very easy to misunderstand what others mean, resulting in worried efforts to decipher their possible intentions. That social ambiguity tends to draw out and heighten one's own anxieties and insecurities.

Disintegrated work/leisure boundaries: For some people the borders between fun, socializing, and work break down in e-mail communication. Messages from family, friends, lovers, coworkers, and bosses all stack up next to each other in the inbox. You move swiftly, easily from one message to another. To make matters worse, many people can access e-mail at home or at work. When the boundaries between work and leisure break down, so does the distinction between stress and relaxation, sometimes to the detriment of relaxation.

Emotional Intensity: Due to the disinhibition effect, people may quickly open up and reveal a great deal about themselves in e-mail. In some cases, they may regret their self-disclosures, feeling exposed and vulnerable, even shame. An excessively rapid and even "false" intimacy may develop that later destroys the relationship when one or both people feel overwhelmed, anxious, or disappointed.

Tenuous privacy: Privacy in e-mail communication is tenuous at best, although people often perceive it as private. An e-mail message is a record of a conversation that can be accessed by a third party, forwarded to a third party, or unintentionally sent to a third party or an entire group. The disruption of perceived privacy feels like a personal violation if initiated by someone else, and may result in severe humiliation when the person accidentally sends the message to the wrong person or group. Some people live with a chronic, low level paranoia about invisible and perhaps hostile people listening in.

<u>Black hole experiences</u>: As discussed earlier, receiving no reply from an e-mail companion makes a person wonder. Did I say something wrong? Am I being rejected? Did something bad happen to him? Yet another feature of the ambiguity of cyberspace, this <u>black hole experience</u> tends draws out one's anxieties and insecurities.

<u>Spam trickery and disruption</u>: Unfortunately, <u>e-mail spam</u> has reached voluminous proportions. Spammers lie to us, attempt to induce guilt and anxiety in us, pretend to be someone they are not - any trick they can think of to get us to open their message. Not to mention the fact that they bombard us with unwanted soapbox pleas as well as pornographic thinking. This pervasive problem heightens suspicion and even paranoia in some users - a distrust not just of e-mail, but of the Internet in general. At the very least, spam throws noise in the channel of e-mail communication, making it difficult to find and focus on one's e-mail relationships. Some people even believe that spam has broken the e-mail system beyond repair, which, if true, casts some doubt on the reliability and survival of e-mail relationships.

Cross-Cultural E-mail

On the positive side, the beauty of e-mail is that you have the opportunity to contact people from around the world. The challenge, however, is that people from around the world have different customs for conversing and developing relationships. At least some of the ideas discussed in this article may be culture-bound, applying mostly to Western, European, or specifically American people (which I am). A good rule of thumb in conversing with folks from other lands is to be appropriately polite, friendly, and as clear as possible in what you write. Stretch your e-mail empathy muscles. Unless you're very sure of your relationship with the person, avoid colloquialisms, slang, humor, innuendoes, and especially subtle attempts at cynicism and sarcasm, which can be difficult to convey in TextTalk even under the best of circumstances. It's much safer to start off polite and later loosen up as the relationship develops than it is to inadvertently commit a faux pas, find out that you indeed committed a faux pas, and then try to patch up the damage. Despite the cultural differences, the delight of doing international e-mail is discovering that there *is* a universal e-mail language. You'll feel a warm tingle of camaraderie when someone from a foreign land types you a :-)

Mentoring & Coaching
Appendix
Developing and Implementing a Mentoring Program

Development Associates International

Version 1.3

EMPOWERING
KINGDOM LEADERS

Appendix - Developing and Implementing a Mentoring Program

Table of Contents Workbook:

Learning Objectives:

- To understand how to develop and implement a mentoring program in your church/organization.

Introduction

Does your church or organization have a formal mentoring program?
How well are you providing the 5 essentials for mentoring?

Rate how well your church or ministry is doing the following, on a scale from 1 (low) to 5 (high) [1]

Low   *High*

1. Casting Vision

1   2   3   4   5

♦ Do current leaders have mentors?
♦ Do they serve as mentors?
♦ Is mentoring taught in classes?
♦ Has mentoring been taught in sermon(s)?
♦ Are testimonials of mentoring relationships given?
♦ Is having or being a mentor required for some positions of service in the church?

2. Recruiting

1   2   3   4   5

♦ Are mentoring needs made known?
♦ Is the commitment needed clearly explained?
♦ Is there an assessment by which people can identify their potential strengths and weaknesses in a mentoring relationship?

3. Matching

1   2   3   4   5

♦ Do we understand the basis for pairing a mentor and mentoree—similar spiritual gifts, areas of service, life situation, personal need, or skill development?
♦ Are people who want a mentor helped to find one?

4. Equipping

1   2   3   4   5

♦ Is orientation provided for those entering mentoring relationships?
♦ Are resources, such as books or tapes, provided?

5. Supporting

1   2   3   4   5

♦ Are there experienced mentors to serve as consultants to new mentors?
♦ Is there a meeting (or newsletter) where those in mentoring relationships can share experiences and solve problems?

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[1] From "Our Church's Support Team" by Wayne Schmidt, Building Church Leaders, published by Leadership Resources © 2000 Christianity Today Intl, www.BuildingChurchLeaders.com

Think about it?

Answer Box # 1

Which of the above areas of mentoring are we doing best in as an organization? Why

In which of the 5 areas should we focus? Why?

Closeness with a few

When you think about starting a mentoring program in your church or organization, the immediate reaction is often uncertainty and anxiety around if it will really work. Will some people get close at the expense of excluding others? Isn't it unbliblical to have such 'favorites'? Will it not be detrimental to a good working climate?

Read the article in your reading section "Closeness with a few" and discuss the following questions

Think about it?

Answer Box # 2

How could you explain the seeming contradiction between the fact that 'Jesus was always open to everybody' and that 'he had favorites'?

In our church life or organizational structure, when is closeness to a few accepted? When is it resented? How can we help people understand the concept of 'closeness with a few'?

Developing a Mentoring Program

In recent years many businesses and organizations started formal mentoring programs because they realized that it has many benefits, like the following:

- Help to implement organizational strategies
- Increase employee retention
- Help to identify and develop talented individuals
- Improve employees skills and attitudes, shortening their learning curve
- Understanding the organizational culture and how to best operate within it
- Improve communication between management levels

Through mentoring employees can play a role in the organization's future, fulfilling its mission, and enhancing the corporate culture. That doesn't mean that every mentoring program was an instant success, but it certainly underscores the potential benefits for an organization that engages in developing such.

The following is a section taken from a mentoring course developed by Thomson Learning[2] that describes mentoring programs from a management perspective. It really gives a very comprehensive overview of the issues involved in designing and implementing a mentoring program. It is a longer reading but it will provide you with essential background knowledge to handle your written assignment.

There are three main factors that make a mentoring program successful. One factor is having a well-designed infrastructure that facilitates the operation of the program, such as processes and procedures to help select and match mentors and mentees and monitor the effectiveness of the mentoring relationships.

Another factor is having short-term and long-term goals to help the program meet its intended purpose. Short-term goals in mentoring programs help look at what the program can achieve in the first year or years, as well as compare the immediate benefits to the benefits the program will obtain over time. Short-term goals help meet the day-to-day demands of the program, such as assessing a mentee's strengths and weaknesses or establishing a successful match of mentor and mentee. Long-term goals help establish the purpose for the program and the participants' roles.

The answers to the following questions can help you determine goals for a mentoring program:

- What is the primary purpose of the mentoring program?
- What does my organization need from the mentoring program?
- What do I want the program to achieve?
- What do I expect the program to achieve in its first year or years of operation?
- What do I expect the program to achieve over time?
- Are there any other programs in my organization achieving similar results?
- What goals should mentors meet in the mentoring program?
- What goals should mentees meet in the mentoring program?
- How should I measure the program's effectiveness?
- Who should determine whether goals are met?
- How should the program's effectiveness be evaluated?

The third factor to a mentoring program's success is having a time frame for mentee and mentor participation. Most successful programs limit mentees' participation to one or two years, depending on the purpose of the program. Having a time limit underscores the goal-oriented nature of the relationship and helps keep both mentor and mentee focused on accomplishing their goals. It also helps prevent over-dependence on the mentoring relationship by mentees, burnout of mentors, and decreased interest from mentees.

What criteria should a mentoring program meet?

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[2] Thomson, Course Technology, Mentoring, 2003, ISBN 0-619-14890-X

To ensure a mentoring program succeeds, it should meet four criteria:

- The needs of the organization are met
- Only qualified mentors and mentees are selected
- Other professional development programs are complemented
- The processes and policies of the program are explained

- **The needs of the organization are met**

To ensure a mentoring program succeeds, it should meet four criteria. One criterion is to meet the professional development needs of the organization. For example, if an organization is growing rapidly and needs new management development, the program can be set up primarily to identify and support the development of employees with high potential.

When mentoring programs fail to meet organizational needs or have a purpose that is too broad, mentors and mentees may perceive the program as a waste of their time, or they may not be clear on what needs to be accomplished. In addition, upper management is likely to cut the funds for the program if they do not think the organizational needs are being met.

- **Only qualified mentors and mentees are selected**

In addition to meeting the needs of the organization, the mentoring program should select qualified mentors and mentees. Selecting qualified mentors and mentees is crucial to the success of the program because it is the relationship between the two that produces mentoring. Mentors with minimal work and life experience are less likely to be able to guide their mentees.

Likewise, mentees who are not committed to their professional development are less likely to use their mentors' feedback appropriately. Uncommitted mentees waste their mentors' time by not taking advantage of the relationship, and they deny others the opportunity to be a part of the mentoring program.

- **Other professional development programs are complemented**

Another criterion is that the mentoring program complements or enhances other existing professional development programs of the organization. Although mentoring programs that mimic the purpose of a different program can be effective, they waste the resources of the organization by duplicating the purpose of the other professional development program.

For example, suppose an organization has two programs that perform the same function, such as a mentoring program to generate future leaders and a leadership center. In this case, the mentoring program should have a purpose that complements the leadership center without duplicating it, such as providing cross-functional training or diversity training for global managers. Another option is to provide training that is not available at the leadership center.

- **The processes and policies of the program are explained**

The fourth criterion mentoring programs should meet is that processes and policies are clearly explained. Since anyone participating in or running a mentoring program should be aware of its policies and processes, this criterion is vital to success. Mentoring programs that are

easy to use and understand build a positive image. They attract participants to the program and use processes that reduce the amount of time needed to accomplish goals and keep the program running smoothly.

People implementing a mentoring program need to know efficient and effective ways to select mentors and match mentors to mentees. Mentees should know the position of the organization on confidentiality between mentor and mentee, as well as the eligibility requirements for program enrollment. If mentors and mentees do not know the time commitment and expectations for their roles, their mentoring relationship can suffer. People implementing the mentoring program should ensure that all program guidelines are distributed and available to everyone in the organization.

Some examples of program information that should be available include the following:

- Overall purpose of the program
- Eligibility requirements for the program
- Mentor and mentee responsibilities
- Time requirements for participating in the program
- Processes for selecting mentees and recruiting mentors
- Mentor benefits of participating in the program
- Mentee benefits of participating in the program
- Conflict resolution guidelines
- List of available resources

Selecting Mentors and Mentees

Why is it important to select the right people to be mentors or mentees?

Since mentors provide advice, training, and counsel, selecting qualified mentors for your program ensures that mentees get what they need when they need it. Qualified mentors know how to communicate constructive feedback without damaging their relationship with mentees. Mentors without the right competencies, such as interpersonal skills and adequate expertise, may hinder the future and potential of the relationship.

Effective mentees take advantage of the feedback and advice their mentors give them. Mentees who lack the commitment, the motivation, and an open mind can be a frustrating experience for even the most patient mentor. Even if they have an excellent mentor, mentees who are not open to change will not benefit from a mentoring relationship as much as mentees who are open to change.

How should I select mentors and mentees for my program?

To select effective mentors or mentees for your program, you can follow five steps:

1. Establish desired profiles
2. Identify potential mentees
3. Choose a recruitment method for mentors
4. Determine how to select mentees
5. Develop documents to track candidates' information

1. Establish desired profiles

First, you need to establish desired profiles for mentors and mentees. Depending on the purpose of your program, your profiles should include preferred and required competencies for them. For example, the required level of experience for mentors may be three years, but the desired level may be five years. You should make sure that your profiles comply with the purpose of the mentoring program, since they will be used to select mentors and mentees.

2. Identify potential mentees

Second, you should identify people who could benefit from your program. To help you identify potential mentees, ask the following types of questions:

- What is the purpose of my program?
- How should I determine whether mentors and mentees are meeting the criteria for participation?
- What resources will I need to recruit them?
- Who do I need to recruit as mentors in order to meet the program's goals?

3. Choose a recruitment method for mentors

Third, choose a recruitment method for mentors. During this step, consider how you prefer to recruit mentors for your program, as well as who will select them. You can ask for volunteers, approach employees who have the adequate competencies for becoming a mentor, or both. Since starting off any new program is a risk, think about which mentors and mentees could start the program effectively. Ideally, you want to recruit mentors and mentees who can help you create a positive image about the program as quickly as possible.

4. Determine how to select mentees

Fourth, you should determine how to select mentees. Ask yourself if supervisors are recommending employees to the program, or if anyone can join the mentoring program. Asking these questions can help you determine the contingencies you need to set up for mentee selection.

Determine whether you should look at performance review records to choose mentees or whether you should ask direct supervisors for feedback about the employees who want to join the program. In addition, you should determine who will select the mentees. Failing to determine how mentees will be selected and who will select them hinders the success of your program.

It is also important to determine on what grounds a mentor or mentee would be asked to leave the program. Since mentoring programs have capacity limitations that depend on the resources available to the program and the number of mentors participating in the program, make sure that your mentees take advantage of the opportunities they have by being in the program.

5. Develop documents to track candidates' information

Fifth, you need to develop documents to track candidates' information, such as demographic and company information, and their reasons for wanting to join the program. Once the mentoring program is in place, you can use these documents to screen and select candidates and match mentors to mentees.

Design document templates that can be used to determine whether candidates have the adequate competencies to be mentors or mentees. In addition, you should determine where and how these records will be kept, as well as how frequently they should be updated.

Developing the Program

What are the six basic elements of a mentoring program?

Before you develop a mentoring program, you should know its basic elements and the role they play in the success of the program. A mentoring program has six basic elements:

- Mentor recruitment, which involves the processes and procedures for recruiting mentors.
- Mentee selection, which involves the processes and procedures for selecting mentees.
- Internal marketing of the program, which involves the promotion of the mentoring program within the organization.
- Resource availability, which involves the specific resources allocated to support the ongoing operations of the program.
- Service effectiveness, which involves the level of the effectiveness of the mentoring program in achieving its purpose.
- Infrastructure support, which involves senior management sponsors and participation in the program, how participation is recognized, and how other departments, such as human resources, support the program. It also involves the policies and processes of the mentoring program.

What steps should I follow to develop a mentoring program for my organization?

Since creating a mentoring program requires thorough planning, you can follow six steps to help you develop a mentoring program:

1. Establish goals and objectives
2. Obtain sponsorship and approval
3. Develop support processes
4. Design mentor training
5. Determine evaluation measures
6. Evaluate program design

1. Establish goals and objectives

First, you should establish the goals and objectives of your program. Determine the goal of your mentoring program based on existing professional development programs in your organization so that they complement one another. Once you know the purpose of the mentoring program, establish specific objectives that it needs to accomplish. In addition, you should calculate the necessary budget and resources needed to implement the program.

2. Obtain sponsorship and approval

Second, you need to obtain upper management's sponsorship and approval. Explain to upper management how mentoring can benefit the organization and be used to implement organizational strategies, such as employee retention. You should explain the goals and objectives of the mentoring program.

In addition, you should address any upper management concerns, such as the fear that employees will leave the organization once they feel better prepared to assume a more challenging role. Upper management may also be concerned about the time demands on both mentors and mentees.

To help upper management support implementation of a mentoring program, suggest starting a pilot program that demonstrates how the program could work in your organization. After you secure upper management's endorsement, you can proceed to the next step.

3. Develop support processes

Once you have obtained upper management's sponsorship and approval, you should develop processes to support the program. You need to determine processes and procedures that meet the demands of each of the six elements of a mentoring program: mentor recruitment, mentee selection, internal marketing of the program, resource availability, service effectiveness, and infrastructure support. Keep in mind that available resources and budget play a critical role in the operation of the mentoring program.

4. Design mentor training

Next, you need to design appropriate training for mentors. Mentor training should cover the program's goals for mentees and include information pertinent to the program and to the roles mentors will play in the program. In addition, mentor training should provide an overview about practicing effective mentoring, such as working with different communication styles and providing constructive feedback.

5. Determine evaluation measures

Fifth, you should determine evaluation measures. Identify measures that can determine whether the program meets its goals. As in any business program, you need to evaluate the Return on Investment (ROI), which means calculating the value out of what is spent on time, resources, and money.

Suppose a company purchases sales training programs at the beginning of the fiscal year to increase the selling ability of its sales staff. At the end of the fiscal year, or at any point within the fiscal year, the company evaluates the ROI on the sales training by looking at the impact of the training on the sales productivity level, customer retention, employee retention, and sales revenues. The goal of the ROI is to determine whether the cost of the training is justified with higher productivity and sales revenues and whether there are other benefits of making the training available to the sales staff.

Regardless of the type of mentoring program, you need to identify ways to measure the effects of the program on mentees and mentors and determine the effectiveness of the processes and procedures. Measuring the performance of the program helps you provide upper management with concrete evidence that shows how the mentoring program benefits the organization.

6. Evaluate program design

The last step in developing a mentoring program is to evaluate the program design before you implement it. Evaluating the program helps you determine whether you overlooked any details that will affect the operational function of the program, such as inadequate recruitment procedures for mentors or a lack of policies to ensure the confidentiality between mentors and mentees. In addition, you can use in-house advisory groups that represent various parts of the organization to evaluate the operation of the program.

When do I need a coordinator for the mentoring program?

Depending on the type and size of the mentoring program, you may need a program coordinator to supervise the program operations, including recruiting, selecting, and matching mentors and mentees. In addition, the available resources and budget you have to implement the program will determine whether you can assign a coordinator to your mentoring program. Since mentoring programs are usually developed and implemented by human resources personnel, the ability to assign a coordinator to the program depends on the workload of the human resources department and the resources available to the program.

Who should I choose as a program coordinator?

The coordinator of a mentoring program should understand what mentoring is and how it should work. The program coordinator is in charge of managing the program and performing necessary tasks to support it. He or she should possess good interpersonal, problem-solving, and decision-making skills, and he or she should have an in-depth knowledge of the organization and its corporate culture.

Keep in mind that the purpose of the mentoring program determines whether the coordinator needs expertise in specific areas. For example, a mentoring program designed to orient new employees is likely to have a coordinator with experience with generic training or human resources. He or she is likely to have experience explaining benefit packages, such as health and 401k plans, and other information generally provided to new hires.

What type of tasks does a program coordinator perform?

In most mentoring programs, the coordinator supervises the operations of the program, ensures that the policies of the program are observed, and manages the internal marketing of the program. The coordinator is also responsible for solving mentor- and mentee-related problems and acting as a facilitator to both mentors and mentees.

In addition, the program coordinator recruits mentors and selects mentees, monitors the interaction between mentors and mentees, and performs tasks to support the program's processes and procedures. Typically, he or she is in charge of collecting feedback that measures the effectiveness of the program, preparing reports for upper management, and other miscellaneous administrative tasks.

Think about it?

learning

Answer Box # 3

What are the most important steps for my organizational context to follow in establishing a mentoring program?

Outlines those steps!

Read the article "Finding the right person to disciple" in the reading section. How could the matching process be done in a church? What can be learned form secular mentoring programs? What could be different?

Overcoming pitfalls of Mentoring Programs

What common pitfalls can I encounter when implementing a mentoring program?

Once your mentoring program is developed and approved, you will be ready to implement it. Keep in mind that although well-designed programs have fewer implementation problems, the level of acceptance of a mentoring program depends largely on your organization's culture.

You may encounter the following six pitfalls when implementing a mentoring program:
- Lack of commitment
- Lack of clarity of purpose
- Unrealistic expectations
- Lack of compatibility

- Inadequate recruiting
- Breach of confidentiality

- **Lack of commitment**

    A lack of commitment from the mentee, the mentor, or the organization is one of the pitfalls of implementing a mentoring program. A lack of commitment may result when individuals express a desire to participate in the program but are unable to fulfill the responsibilities that come with being a mentee or mentor. The inability of participants to fulfill their mentoring responsibilities may be caused by a lack of self-discipline, time available to participation, or interest in the mentoring program. A lack of commitment can stem from the organization when other short-range priorities inhibit management's sponsorship of the mentoring program.

- **Lack of clarity of purpose**

    Another pitfall is a lack of clarity of purpose for the overall program and for the mentor-mentee relationship. When an organization's purpose for implementing the program is not clear, the likelihood of success decreases. When mentors and mentees are uncertain about what they need to accomplish, they are likely to develop weak mentoring relationships.

    Mentors and mentees may also choose to work on goals that are not part of the program or do not directly align with the organization's purpose for the program. Although this is not necessarily a problem, working on goals other than the program's can compromise success. Since the program goals are used to measure its success, the feedback you obtain about the program from mentors and mentees who chose to pursue their own goals may provide misleading feedback about the success of the program.

- **Unrealistic expectations**

    Another pitfall you may encounter when implementing a mentoring program is unrealistic expectations. When mentors and mentees do not perceive the expectations of the program as obtainable, you compromise the success of your program. Mentors and mentees may believe the expectations of the program are unrealistic when there is not enough time or resources to obtain them. In addition, other people within the organization may dismiss the program as unrealistic and may choose not to support it.

    For example, an unrealistic expectation for the mentoring relationship would be to expect a mentee, without any previous management experience, to fully develop leadership skills appropriate for senior-level managers in six months. The mentee may perceive this as an unfair demand on him or her, and the mentor may perceive this goal as a waste of time, given the period of time in which it needs to be accomplished.

- **Lack of compatibility**

    Another pitfall you may encounter when implementing a mentoring program is a lack of compatibility between the mentor and the mentee. Since mentoring depends on the relationship and trust formed between a mentor and mentee, this pitfall can seriously damage your mentoring program.

    Typically, a lack of compatibility is the result of using a poorly designed matching process that does not equally account for the needs of mentors and mentees. For example, a process that carefully selects mentees but does not have adequate criteria for recruiting mentors is likely to accept anyone who is interested in becoming a mentor and who may lack the adequate competencies.

- **Inadequate recruiting**

Inadequate recruiting of mentors and mentees is another pitfall of implementing a mentoring program. Inadequate recruiting can take place when the guidelines for selecting mentors and mentees do not establish the appropriate selection criteria needed to achieve the program's purpose.

For example, a mentoring program designed to orient employees should recruit mentors who have experience at the organization. Recruiting mentors experienced managers who are new to the organization is not likely to provide mentees with the type of guidance that was originally intended.

- **Breach of confidentiality**

A final pitfall of implementing a mentoring program is a breach of confidentiality. When a mentor or a mentee breaches the established confidentiality guidelines of the mentoring program, it can seriously damage the mentoring relationship and the integrity of the program. However, since there are situations where confidentiality may be broken, such as in a legal subpoena, the program needs to specify to both mentors and mentees when this may happen. A breach of confidentiality is most likely to happen when confidentiality guidelines and the consequences of breaking the guidelines are not clear to both mentors and mentees.

Think about it?

💡 **learning**

Answer Box # 4	How could you avoid those pitfalls?

Creating a program goal and philosophy statement and establishing mentor-mentee written agreements can help you overcome several pitfalls, including lack of commitment, lack of clarity of purpose, unrealistic expectations, and breach of confidentiality. Goal and philosophy

statements, as their name indicates, state the goals, purpose, and philosophy of the mentoring program. Mentor-mentee written agreements specify what is expected from mentors and mentees in terms of commitment, responsibilities, expectations, and the mentoring relationship.

In addition, the mentor-mentee written agreement should clearly state the confidentiality guidelines they need to follow, as well as the consequences of being in breach of contract, such as expulsion from the program. The mentor-mentee written agreement should also include the program's purpose, the maximum and minimum time requirements for participating in the program, a conflict-resolution statement, confidentiality boundaries and when they might be broken, and how to exit the program if desired.

To overcome the lack of compatibility pitfall, you should review the effectiveness of your current process for matching mentors and mentees and the criteria used to match them. Evaluate the effectiveness of the tools used to collect information about mentors and mentees, such as communication style inventories, career development assessments, and statements of interests.

For a situation in which a lack of compatibility is not a result of the matching process, you need to have clearly defined transfer or closure procedures in place. These procedures allow a mentee to be transferred to another mentor, a mentor to be assigned a new mentee, or termination of the mentee-mentor relationship. Keep in mind that everything should be done in order to give participants a good feeling about being a part of the program.

To overcome the inadequate recruitment pitfall, you should identify specific problems that result from this pitfall. Usually, these problems are closely related to the mentor and mentee competencies and the criteria used to select them. You should review the effectiveness of your selection process for mentors and mentees and the criteria used for selecting them, then make the necessary adjustments to the selection process and determine whether inadequate recruitment is still a problem.

Evaluating the Mentoring Program

How can I evaluate the success of my mentoring program?

Evaluating the success of your mentoring program can help you sustain the program and expand its capabilities, budget, and services. There are four guidelines for evaluating mentoring programs:

- Determine whether the program meets expected outcomes
- Determine whether the program meets mentor-mentee expectations and goals
- Obtain feedback from participants
- Monitor mentor-mentee relationships regularly

- **Determine whether the program meets expected outcomes**

One guideline is to determine whether the program meets the expected outcomes. One way to do so is by asking organizational sponsors whether their expectations were met. Another way to determine whether the program meets expected outcomes is to review annual goals, such as the number of participants, cost, resources, and mentor and mentee satisfaction levels.

- **Determine whether the program meets mentor-mentee expectations and goals**

    Another guideline for evaluating the success of the program is to determine whether the program meets the expectations and goals of its mentors and mentees. Once mentees finish the program, you should interview mentees and mentors to find out whether they achieved their goals. Ask both mentors and mentees whether they perceive their participation as beneficial and why they think that way.

    If their answer to both questions is positive, then you can assume that your program was successful. If their answer is negative, you should take the time to find out why they feel that way. Only through knowing how the mentors and mentees feel about the program can you know whether the program succeeded in meeting its purpose.

- **Obtain feedback from participants**

    Another guideline you can follow to evaluate the success of your program is to conduct surveys to obtain feedback from participants. Ask them about the key elements of the program, such as the matching and selection process, the eligibility requirements, and how effective the mentoring process was for both mentors and mentees. You should also ask whether they have suggestions for improving the program. You can conduct these feedback surveys by mail, e-mail, telephone, focus groups, or any other method that is convenient to your program participants.

    Regardless of the method you use to conduct the feedback surveys, you should make sure that these surveys are completed in a timely manner and include the short- and long-term goals of the program and whether their opinions will be kept confidential. Once the survey is completed, tell participants how you will use the results of the survey so that they know what will be done with their feedback.

- **Monitor mentor-mentee relationships regularly**

    The final guideline you can follow to evaluate the success of the program is to monitor mentor-mentee relationships regularly. This will help you determine whether there is any mentor or mentee drop out, whether mentors and mentees meet their responsibilities, what progress they make, what challenges they encounter, and what support they may need to be successful.

    Successful mentoring relationships usually develop when both mentors and mentees meet at least once a month. However, depending on the type of mentoring program, the number of meetings that should take place will vary. For example, mentoring programs that are designed to orient new employees, may require mentees and mentors to meet at least two or three times a month. On the other hand, mentoring programs that are designed to provide leadership training through shadowing may require two to three hours a day so that the mentee can learn specific tasks, such as interviewing candidates for vacant positions or preparing a sales presentation.

    You should also monitor the mentees' progress toward the goals they established at the beginning of the program. Follow up with mentees and mentors once a quarter or as necessary to determine their progress. You may also choose to ask mentors to provide reports about their mentees' progress. Monitoring both mentors and mentees can help you detect and avoid any of the pitfalls you may encounter when implementing the program, such as a lack of commitment from a mentor or a mentee.

Think about it?

Answer Box # 5

Read in the reading section the article "Mentoring Program Development - A Start-up Toolkit". This document focuses on a youth mentoring program, compare and contrast it with the previous thoughts on developing and implementing mentoring programs and develop an outline to develop such a program in your context. This will help you in your written assignment (see final assignment on the next page).

learning

Action Plan

Action Plan

1. ACTION ITEM

Craft a strategy for developing a mentoring program for your specific work or ministry context. The plan should include among others the identification of the target group and steps for introducing and implementing the mentoring plan.

Readings

Closeness with a Few

By EM GRIFFIN

reading

Our Lord was not afraid to have favorites.

> *I no longer call you servants, because a servant does not know his master's business. Instead, I have called you friends, for everything I learned from my Father I have made known to you. You did not choose me, but I chose you and appointed you to go and bear fruit—fruit that will last (John 15:13–16).*

Typical organizational wisdom suggests that leaders hold themselves at a balanced distance from group members, because special bonds create jealousy among the others and make it difficult to direct the action of a friend. Our Lord ignored this advice. He had favorites.

Jesus was open to all comers. I know of no instance in Scripture where he turned folks away. Yet he picked 12 to be his special band and spent half of his time with these. Further, out of the Twelve there were three who made up the inner circle: Peter, James, and John. He chose them to be with him at the pinnacle of his glory on the Mount of Transfiguration, and he wanted them near at the depths of his despair in Gethsemane.

This caused problems. The disciples argued among themselves as to who would be closest to him in the kingdom. John insists on referring to himself as "the disciple whom Jesus loved." But consider the alternative. Intimacy is God's beautiful gift to his creation. If we hold ourselves aloof, we aren't fully human. And how unwise to model a measured coolness when a spontaneous warmth could spread to the whole group!

The loneliness of leadership is real. I find I need closeness with at least one or two others to make it. Note that I said need, not just want, desire, or would like. Each summer, I teach a college course on an island, and for two weeks I have a twenty-four-hour-a-day responsibility that weighs on me heavily. "What shall I teach tomorrow? Is the weather good enough to fly off for groceries? How can I keep Ruth from getting emotionally hurt again? Should I insist that they not eat on the couch? What if someone gets injured in the woods?" It's the decisions that kill me.

I find that by the second week I've usually drawn close to one or two of the eight students. I don't plan it ahead of time. In fact, sometimes I click with a guy or gal who initially turned me off. I try to keep myself open to all and let their response to me initiate the intimacy. But I need someone with whom I can bat around ideas, share, and be myself. Some would say that's a weakness. For Jesus it was a strength.

Finding the Right Person to Disciple   Time-tested steps

By BECKY BRODIN

John 15:13–17; Luke 5:27–32

I had been discipling Kathy for more than a year. She had a sensitive heart, a deep desire to know the Lord, and an eagerness to learn. I knew that if she could help a younger believer grow, her own understanding of discipleship would soar.
Then she asked, "Whom should I disciple?" It's a good question. Finding someone to disciple requires at least three things:

1. Get involved with people. When Jesus selected his disciples, he did not run his finger down a list of names in the Galilee phone book and pick people at random. Luke 5 and 6 describe how he established himself in the area. He preached, healed, ministered, and soon had a group of people following him.

Kathy participated regularly in a Sunday school class at her church and co-led a Bible study. I also knew she was actively building relationships. The stage was set for Kathy to look for someone to disciple.

2. Know what you're looking for. Jesus looked past personalities and professions for deeper qualities. While Kathy wasn't selecting apostles, she did need some criteria to help her evaluate the suitability of those she was considering.

Years ago a wise mentor told me to be patient with this step of the process. He instructed me to wait and watch for four to six months before I approached someone. He told me to look for someone who was:

♦ hungry to grow
♦ committed to fellowship
♦ studied on her own
♦ took the initiative to develop relationships.

I found this to be excellent guidance. Kathy had been involved in her groups for several months. When I asked her who seemed spiritually hungry, she enthusiastically named two people. Nevertheless, I convinced her to pray about it, following Jesus' example. After she'd done so, she was ready to take the next step.

3. Make the first move. Launching a discipling relationship requires initiative and simple honesty. When Jesus called his disciples to follow him, they knew exactly what it would mean. So when Kathy and I talked about how to begin the relationship, I suggested that she clearly describe the discipleship process. What she was asking of her disciples would require a commitment of time and purpose. I urged Kathy to be perfectly honest about that commitment. After all, Kathy and I had begun our relationship the same way.

Kathy met with both women for more than two years. Then each of them began discipling others as well. But Kathy didn't stop there. She continues to watch for people who are hungry to grow. Then she takes the initiative to relate to them and invites them into a unique one-to-one adventure.

Mentoring Program Development - A Start-Up-Toolkit

By Mark Fulop, M.A., M.P.H

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Note: all of the materials cited in this handout have been adapted from:

National Mentoring Center. (2003). *Foundations of Successful Youth Mentoring: A Guidebook for Program Development.* Northwest Regional Educational Laboratory: Portland, OR. http://www. nwrel .org/mentoring/foundations. Html

The National Mentoring Center (NMC) a project of the Northwest Regional Educational Laboratory (NWREL) and funded by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) assists mentoring projects in developing and implementing evidence-based programs through the provision of training and technical assistance activities, information services, the development and dissemination of a variety of print publications, and by conducting special projects in collaboration with OJJDP. The NMC also works with Federal and State agencies as well as other National mentoring organizations to ensure the delivery of high-quality, coordinated youth mentoring services at the community level. http://www.nwrel.org/mentoring

Getting Started In Youth Mentoring

    I.   Developing Your Program Plan

Getting Organized

        Starting up a mentoring program from scratch takes a lot of work and requires a significant amount of resources. If you are thinking about developing a mentoring program the first thing to do is get organized. Start by writing out your initial thoughts and broad answers to the following questions. In the planning process that follows you will fully develop the concepts you start with here.

- Who are the kids you want to serve?
- What impacts on their lives do you want your program to make?
- Who are the mentors you will recruit?

- Where will the mentoring take place?
- What resources (time, money, staffing) do you need?
- What existing programs already serve or could potentially serve these youth.
- Who will assist your staff in developing the mentoring program?

This is also the time when you will want to develop an understanding of the existing resources listed at the end of this toolkit and review the Elements of Effective Practice: http ://www. mentoring .org/common/effective_mentoring_practices/pdf/effectiveprac.pdf

Conducting a Needs Assessment

Once you have answered the basic questions it is now time to get out into the community and investigate the needs of the youth in your community. In a needs assessment you are looking for the challenges and problems facing youth, as well as the existing services available to youth in the community. By comparing the needs of youth with the services currently being provided, your agency will be able to determine the unmet needs that your program can address. This needs assessment will give you the "big picture" of what is happening in your community and the role your agency might play. The needs assessment should include the input of community leaders and other youth service agencies. This type of communitywide assessment will help you design a program that fills a real need in your community and whose services will be in demand.

Create an Advisory Council or Steering Committee

By soliciting the input of community leaders, youth, parents, school officials, partner organizations, and other stakeholders in the planning process you are ensuring that your program is moving in a direction that will meet the needs of everyone involved. Many programs choose to create an advisory council or steering committee, composed of representatives of the groups mentioned above to help with the planning process. In some cases your agency's existing advisory groups might be able to handle the planning tasks while in other cases you may develop a new committee. An advisory council is a great way to foster community partnerships while getting the guidance your program needs to better serve the community. The most successful advisory groups are ones that ensure that youth are represented as equal partners rather than as silent observers. Youth should have meaningful roles in guiding the program development.

Develop a Mission Statement

Informed by the needs assessment, your mentoring program should next develop a mission statement that drives all programmatic activities, as well as your short- and long-term goals. This mission statement should be carefully crafted and should reflect the diverse voices and needs of all program stakeholders, including the youth and the community you serve. Your mission statement should be fairly short and to the point, yet still answer the question, "Why do we exist?"

Write a Program Proposal

Once you have your program mission statement you will need to then build a complete proposal for how your mentoring program will operate. Taking the time to write a proposal will help you in a number of ways. First, it is critical to finding funding for your project. Second, a

proposal forces you to consider all of the resources you will need to implement your mentoring program. Finally, a written plan will help you stay focused on the needs of youth and how your program will meet those needs. The goal of your program proposal is to demonstrate that you have carefully thought out your program and assist you in being accountable to those who provide support for your program. A typical outline for a program proposal includes the following headings:

1. Statement of community need based on a community needs assessment
2. Specific problems to be addresses by your program
3. Goals and objectives of the program
4. Project Strategy/Design including:
   - Youth Selection and Orientation
   - Mentor Recruitment, Screening, Orientation and Training
   - Matching Mentor and Mentee
   - Mentor/Mentee Relationship and Activities
   - Parental Involvement
   - Monitoring/Supervising the Match
   - Evaluation Methods and Processes
   - Sustainability

5. Management and Organizational Capability
6. Program Budget

Write a Resource Development Plan

Once you have developed your plan you will need to find the resources to initially fund the program and sustain it over time. It is important not to underestimate how challenging it is to find sustainable resources. To assist you in finding resources you will want to develop a short-term and long-term plan for resource development. Your resource plan sets the course of action for how you will initially fund and sustain your program. A resource development plan includes resource development goals and objectives, strategies, timelines and assigned responsibilities for making the plan happen. Remember that resource planning thinks about grants, local business support, fundraising and possibly other forms of support such as in-kind donations.

II.   Implementing a Mentoring Program

Let's now assume that your plan is written and you have secured the resources to actually develop your program. The next step is to develop your program's written policies and operating procedures, which will allow you to implement your mentoring program on a foundation of research-based effective practices. These Policies and procedures should reflect the components that will make up the structure of your day-to-day operations. The critical program design components are:

Recruitment and Marketing Strategies

The first step in creating high-quality mentoring relationships is finding appropriate and suitable adults who are committed to volunteering with your program. It is important for your program to have a structured recruitment and marketing strategies that are targeted for the specific populations of volunteers that you are hoping to attract to your program. Your targeted recruitment strategies should attract the different groups of mentors that are needed to address the needs of youth within your program.

Eligibility Criteria

Your program will need to define eligibility criteria for participants, including mentors, mentees and parent/caregivers. The eligibility criteria should be written and communicated to all youth, mentors and other volunteers in your program.

Screening Process

One of your program's biggest responsibilities is to adequately screen your pool of mentor applicants to ensure they are both safe and suitable for the young people in your program. It is important that your program develops and implements standardized screening process for potential mentors and mentees including a) written applications, b) reference checks (such as employment, character references, child abuse registry check, driving record check, and criminal record checks), c) face-to-face interviews; and d) an orientation program.

Orientation and Training

One of the most important first impressions that you set for potential program participants occurs during your initial orientation sessions. It is very important to create well-organized, goal-driven, and accessible orientations for all potential mentors and mentees. This orientation may take place during an initial recruitment presentation or act as a follow-up for interested individuals, but it should always take place before the volunteer application and screening process begins. Following the screening process your program should have a structured training program for mentors, mentees and parents/caregivers that includes: a) an overview of the program; b) clarification of roles, responsibilities and expectations; c) discussion of how to handle a variety of situations; and d) concepts and strategies to help build the relationship between the mentors and youth.

Matching Process

Matching youth in your program with an appropriate mentor is crucial, not only for the success of that individual match, but for the overall success of your program. As with your recruitment, screening, and training efforts, your procedure on making matches should be a reflection of your program's goals and objectives. The first step in creating
a matching procedure is the development of your matching criteria. Your program needs to identify what qualities you will be looking for in your mentors and mentees that will allow you to make a good match. What these criteria actually are will depend on the type of program you have and, as mentioned earlier, must be aligned with your program's mission and goals.

Monitoring and Supervision

All the effort that went into recruiting participants, delivering pre-match training, and making appropriate matches will be wasted if your program does not provide ongoing support and supervision. Your supervision and monitoring process should ensure a) the safety of meeting locations and circumstances; b) that matches have resources and materials for activities; c) continuing training opportunities and peer-support; d) assistance to mentors and mentees in negotiating and achieving goals; e) management of grievances and offering positive feedback; and f) ensure that appropriate documentation is done on a regular basis.

Recognition of Mentors

Volunteers are the single most important asset to the success of mentoring programs. With all the time and energy it takes to recruit, screen, train, and match a mentor, it is imperative that programs develop and implement a support system for their volunteers. Your program will need to develop strategies to recognize and retain mentors that include recognition events; and increasing the community awareness of the contributions made by mentors, mentees, supporters and funding agencies.

Structured Match Closure

The end of the relationship, for whatever reason, can be difficult for both the mentor and mentee. Your program should provide support services for both groups to help them make the transition out of the relationship and, when applicable, prepare them for a possible new mentoring relationship. Your program will need a structured process that helps mentors and mentees reach closure. Most commonly closure includes confidential interviews with mentors and mentees; and ensuring that mentors, mentees and parents/caregivers understand the program's policy regarding future contact outside the program.

Program Evaluation

Conducting a program evaluation helps your program know if mentoring is making a difference in the lives of the youth being served. Evaluation can help refine and improve services while also providing key information and statistics that can be used in marketing and securing funding for the program. Evaluation tells your program's story. In order to effectively demonstrate program success your program will need to develop and implement a structured evaluation plan.

III.   Collaborating with other Youth Service Providers

Finally, your mentoring program will only be successful if you recognize that your program cannot exist alone on an island. For you to be successful, you will need to collaborate effectively with other community organizations. This includes not only organizations with whom you have formal partnerships, but also less formal collaborations and relationships with other youth service agencies in your community. The field of youth development is broad and diverse and your youth mentoring program is typically one of a range of services provided to youth. By integrating into this network of other youth service providers, your mentoring program can potentially develop new interagency program efforts, influence local public policy, and expand the resource and support base for the long-term sustainability of your program. In addition, collaborating with other youth-serving organizations allows your mentoring program to stay informed about other services available to youth in your community.